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ABSTRACT

This guide provides parents, educators, and other adults with tools and strategies to engage in constructive discussions and activities about the causes and effects of prejudice and bias-motivated behavior and to intervene when needed with children who engage in such behavior. Though it targets elementary school, much of the material is relevant to preschool, youth services, law enforcement, and other community workers. It helps increase awareness of the problem of bias crime and shares information about promising education and counteraction strategies. Seven sections examine the following: (1) "Introduction to This Guide" (philosophy, audience, contents, and recommendations); (2) "Background Information" (e.g., definition of hate crimes and bias incidents and bullying in schools); (3) "Interacting with Children on Issues of Diversity and Bias" (e.g., how children develop racial and cutural identity and attitudes and the role of parents and families); (4) "Proactive Tools and Strategies to Help Children Resist Prejudice and Hate" (promising practices, programs, and activities); (5) "Guidelines for Intervention and Outreach" (e.g., the responsibility of school personnel and the role of law enforcement); (6) "Bibliographies" (e.g., resources for personal and professional development, for educators and youth service professionals, and parents and families); and (7) "References." (Contains 33 references.) (SM)

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Working to create safer communities for our children

# PARTNERS AGAINST HATE
# PROGRAM ACTIVITY GUIDE

## HELPING CHILDREN RESIST BIAS AND HATE

A resource providing parents, educators, and other adults with intervention tools and strategies for bias-motivated behavior among elementary school age children.

First Edition

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M. Weiss
Anti-Defamation League



PartnersAgainstHate

*A comprehensive program of outreach, education, and training to address youth-initiated violence.*

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PARTNERS AGAINST HATE **PROGRAM ACTIVITY GUIDE: HELPING CHILDREN RESIST BIAS AND HATE**

*PartnersAgainstHate*

**PROGRAM ACTIVITY GUIDE: HELPING CHILDREN RESIST BIAS AND HATE**

November 2001
This guide was produced by Partners Against Hate under Cooperative Agreement #2000-JN-FX-K005, a grant jointly funded by the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (OJJDP), and the U.S. Department of Education, Safe and Drug-Free Schools Program.

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Partners Against Hate is a collaboration of the Anti-Defamation League, the Leadership Conference Education Fund, and the Center for the Prevention of Hate Violence.

ADL LCef CPHV

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Michael Wotorson, who served as LCEF Program Director for Partners Against Hate from February to August 2001, and who now directs the overall project through the ADL, was primarily responsible for the initial research, resource compilation, and preparation of this guide. Former Partners Against Hate Project Director, Deborah A. Batiste provided invaluable conceptualization, research, and editing assistance. Dr. Susan E. Linn, associate director of the Media Center of the Judge Baker Children's Center and instructor of psychiatry at Harvard Medical School in Boston, MA, served as a consultant on this project and contributed several sections to the *Program Activity Guide*. Brian Komar, Corrine Yu, and Anika Penn of the LCEF, and Isis Kress, an LCEF Civil Rights Summer Fellow provided assistance on its research and content. Karen McGill Lawson, Executive Director of the LCEF provided overall supervision for this resource. Jewel Nesmith of the ADL formatted the guide.

In addition, the Partners Against Hate team was able to rely on its advisory committee for advice and feedback. This committee, including Carlos Sundermann, Verna Eggleston, Karen Francis, Sandy Nevens, Paula Younger, Jack McDevitt, Alice Mountjoy, and Carl Perkins, provided guidance on the content to be included in this resource, reviewed drafts and revisions, and conducted focus groups with parents and educators using draft material.

# PARTNERS AGAINST HATE

Partners Against Hate represents a joint effort by the Anti-Defamation League (ADL), the Leadership Conference Education Fund (LCEF), and the Center for the Prevention of Hate Violence (CPHV) to design and implement a program of outreach, public education, and training to address youth-initiated hate violence. Funded by the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention and the U.S. Department of Education, Safe and Drug-Free Schools Program, Partners Against Hate features an innovative collection of both on- and offline resources and support to a variety of audiences, including parents, educators, law enforcement officials, and the community at large.

The primary goals of Partners Against Hate are as follows:

- To increase awareness of the problem of bias crime.
- To share information about promising education and counteraction strategies for the wide range of community-based professionals who work and interact with children of all ages.
- To help individuals working with youth better understand the potential of advanced communications technologies to break down cultural barriers and address bias.

Partners Against Hate coordinates its individual organizational experiences and broad-based networks to promote awareness of promising techniques to prevent, deter, and reduce juvenile hate-related behavior. A key component of this effort is the inclusion of technology-based communications advances – namely the Internet – which have the ability to provide individuals and organizations interested in preventing juvenile hate crime with the tools to educate and change hate-related behaviors in ways never before imagined.

In addition, Partners Against Hate blends an array of existing organizational resources with new programs and initiatives that enhance understanding of promising practices to address hate violence in all segments of the community. The Partners' extensive networks of contacts allow for the broad distribution of resources and information designed to address youthful hate crime. Further, the Partners' professional experiences allow diverse perspectives to be shared and ensure the fullest range of input, participation, and strategic coordination of resource materials.

### Anti-Defamation League (ADL)

The ADL stands as the leading source of current information on hate incidents and on recommending effective counteractive responses. The League's model hate crimes statute has been enacted in 44 States and the District of Columbia, and ADL conducts hate crime seminars at local law enforcement training academies in a number of States. On the national level, ADL provides hate crimes seminars to law enforcement authorities,

educators, attorneys, and community groups on effective strategies to identify, report, and respond to hate violence.

### Leadership Conference Education Fund (LCEF)

LCEF has extensive experience and expertise in developing strategies and methodologies for reducing prejudice and promoting intergroup understanding within institutions, including schools, neighborhoods, and the workplace. LCEF enjoys a close relationship with the Leadership Conference on Civil Rights (LCCR), the nation's oldest and most broadly based civil rights coalition. Within this broad coalition, LCEF is widely regarded as a leader with respect to its ability to leverage the power of technology to advance social change.

### Center for the Prevention of Hate Violence (CPHV)

CPHV develops and implements prevention programs in middle and high schools, on college campuses, and for health care professionals. CPHV's workshops and programs provide both adults and students with an understanding of the destructive impact of degrading language and slurs, and with practical skills to effectively intervene in low-key ways that model respectful behavior.

# TABLE OF CONTENTS

Acknowledgments ..... iii
Partners Against Hate ..... iv

**INTRODUCTION TO THIS GUIDE ..... 9**
Overview ..... 9
Underlying Philosophy ..... 9
Audience ..... 10
Contents ..... 10
Recommendations ..... 11

**BACKGROUND INFORMATION ..... 13**
Overview ..... 13
Definition of Hate Crimes and Bias Incidents ... 13
Frequently Asked Questions Related to Hate Violence ..... 14
Hate on the Internet ..... 17
Frequently Asked Questions About Hate on the Internet ..... 18
Bullying in Schools ..... 22

**INTERACTING WITH CHILDREN ON ISSUES OF DIVERSITY AND BIAS ..... 23**
Overview ..... 23
How Children Develop Racial and Cultural Identity and Attitudes ..... 23
The Role of Parents and Families ..... 25
Frequently Asked Questions ..... 27
The Role of Educators ..... 29
The Importance of Multicultural Children's Books ..... 36
Creating an Environment That Respects Diversity ..... 38

**PROACTIVE TOOLS AND STRATEGIES TO HELP CHILDREN RESIST PREJUDICE AND HATE ..... 41**
Overview ..... 41
Promising Practices ..... 41

Promising Programs ..... 43
Activities ..... 48

**GUIDELINES FOR INTERVENTION AND OUTREACH ..... 79**
Overview ..... 79
The Responsibility of School Personnel ..... 79
Developmental Challenges of Young Children ..... 80
Frequently Asked Questions ..... 81
The Role of Law Enforcement ..... 86
U.S. Department of Education Resources ..... 87

**BIBLIOGRAPHIES**
Resources for Personal and Professional Development ..... 89
Resources for Educators and Youth Service Professionals ..... 92
Resources for Parents and Families ..... 98
Recommended Titles for Children ..... 100
Recommended Web Sites ..... 108

**REFERENCES ..... 109**

# SECTION. I

## Introduction to This Guide

# INTRODUCTION TO THIS GUIDE

## OVERVIEW

The Partners Against Hate *Program Activity Guide: Helping Children Resist Bias and Hate* provides parents, educators and other adults with tools and strategies to engage in constructive discussions and activities about the causes and effects of prejudice and bias-motivated behavior and to intervene, when needed, with children who engage in such behavior.

This resource is a key component of Partners Against Hate, a comprehensive program of outreach, education, and training to address youth-initiated hate violence. The *Program Activity Guide* meets two of the primary goals of Partners Against Hate:

- To increase awareness of the problem of bias crime, and
- To share information about promising education and counteraction strategies for the wide range of community-based professionals who work and interact with children of all ages.

## UNDERLYING PHILOSOPHY

This resource is grounded in the philosophy that stereotyping, prejudice, discrimination, bias, and hate are part of a broad continuum of behavior. Along that continuum are a number of negative behaviors, including bullying, threats, exclusion, harassment, bias-motivated behavior, and hate-motivated violence.

Inherent in this philosophy is the belief that to successfully interrupt this continuum, children, at as young an age as possible, must have opportunities to practice prosocial attitudes and behaviors, learn about themselves and others, and develop nonviolent responses to conflict. Research data supports that young children begin to notice and evaluate differences very early in their development. Research also supports that societal stereotyping and bias influence children's self-concepts and attitudes toward others. Opportunities for children to engage in creative self-reflection and to explore the diversity around them in open, honest, and creative ways, while learning about the causes and effects of prejudice and bias, can help them begin a lifelong journey toward fairness and nonviolence.

When a young person's prejudice moves into the realm of antisocial behavior and/or when actual hate behavior manifests itself, parents, educators, and other adults must question whether they missed an important teachable moment in that young person's life. Recognizing such moments and capitalizing on them can contribute greatly to a child's overall positive social development and ultimately, to the betterment of the community and society at large. Failing to recognize these important moments in a child's development has the possibility of exacerbating the pain that he or she may be experiencing or it could contribute directly to his or her future violent or antisocial behavior.

**NOTE**

Throughout this *Program Activity Guide* the terms "hate-motivated violence" and "bias-motivated violence" are used interchangeably.

Also used interchangeably are the terms "hate-motivated behavior" and "bias-motivated behavior."

The approach taken in this resource is proactive in that it offers individuals who have the most significant and direct contact with young children – parents and educators – tools and strategies to help children learn about diversity and to develop skills to resist prejudice and hate-motivated violence. It also supplies adults with the necessary background information to approach these topics with accurate information and increased confidence. In addition, this resource provides information on ways to effectively intervene when bias-motivated behaviors do occur. This comprehensive approach will help parents, educators, and other adults working with children create and sustain cohesive environments where positive, nonviolent, and equitable relationships are valued.

## AUDIENCE

The *Program Activity Guide* has been designed primarily for parents and educators of elementary school age children; however, much of the material will also be relevant for preschool teachers, youth service professionals, law enforcement officials, and other adults in the community who work and interact with children. Subsequent editions of the *Program Activity Guide* will include information and activities for youth in middle and high school and young college age adults.

## CONTENTS

In addition to this Introduction, the *Program Activity Guide* includes the following sections:

- ***Background Information*** – this section includes an overview of hate crimes and bias incidents, information about hate on the Internet, and an overview of bullying in schools. Also included in this section are frequently asked questions about hate crimes and hate on the Internet.

- ***Interacting with Children on Issues of Diversity and Bias*** – this section includes information on how children develop racial and cultural identity and attitudes, the role of parents and educators in helping children resist prejudice and hate-motivated violence, the importance of multicultural literature, and ways to create environments that promote diversity. Frequently asked questions by parents and educators on the topics addressed throughout this *Program Activity Guide* are also included.

- ***Proactive Tools and Strategies To Help Children Resist Prejudice and Hate*** – included in this section are recommended practices, approaches, and programs to employ in a variety of settings. Also included are a number of activities for teachers and other youth service professionals to use as they encourage children to think about and discuss the issues in this *Program Activity Guide*.

- ***Guidelines for Intervention and Outreach*** – this section includes frequently asked questions by teachers and administrators about how to respond effectively to bias incidents, bullying, vandalism, and hate crimes when they occur. Also included are tips for working effectively with parents, law enforcement, and other members of the community following such incidents.

- ***Bibliographies*** – included in this section are recommended resources grouped as follows: "Resources for Personal and Professional Development," "Resources for Educators and Youth Service Professionals," "Resources for Parents and Families," and "Recommended Titles for Children." These resources have been carefully selected to help adults continue their own education on issues of diversity, prejudice, and hate-motivated violence and to help them select additional age-appropriate resources to use with the children.

Partners Against Hate will periodically update the *Program Activity Guide: Helping Children Resist Bias and Hate*, adding new sections and resources, as they become available. These new materials, which will be in pdf format, will be available to download at the Partners Against Hate Web site, www.partnersagainsthate.org.

## RECOMMENDATIONS

To effectively deliver the programs and materials outlined in this resource, it is important that adults take time to consider their own thinking on the included topics. At a minimum, parents, teachers, and other adults working with children on issues of diversity and bias must consider how their own prejudices have developed and how those prejudices affect their attitudes and behavior toward others. Adults who honestly examine their own biases and work to overcome them are less likely to pass those biases on to children. While examining one's own thoughts and feelings about prejudice and bias can be challenging, and occasionally daunting, it is also a critical step in being able to model lifelong learning.

Adults who are working with children on issues like the ones addressed in the Partners Against Hate *Program Activity Guide* are also urged to consider the following recommendations:

- Avoid "preaching" to children about how they should behave. Research indicates that exhortation is the least effective methodology for changing prejudiced attitudes. Provide opportunities for children to resolve conflicts, solve problems in a productive manner, work in diverse teams, and think critically about information.

- Integrate culturally diverse information and perspectives into all aspects of your curriculum or programming. Move beyond "one-shot" cultural history months, and infuse a multicultural approach into all aspects of children's education.

- Keep abreast of current issues and discuss them with children. Let children know

that you consider yourself a learner, and that you see yourself as part of the learning process.

- Review the materials that are part of a child's environment, including bulletin boards, books, videos, music, toys, and displays, to ensure that they are inclusive of all people and do not reinforce stereotypes.

- Model nonviolent responses to conflict, clear communication, empathy, and thoughtful, fair decisions when interacting with children. Seeing these behaviors on a consistent basis will send children strong messages about fairness and will help them internalize a sense of cooperation and community.

- Establish an environment that allows for mistakes. Since most of us have been unconsciously acculturated into prejudicial and stereotypical thinking, we may not be aware that certain attitudes are unfair or harmful. Acknowledge that intolerant thinking will surface from time to time in ourselves and others. Model nondefensive responses when told that something you said or did was insensitive or offensive.

- Allow time for a process to develop. Introduce less complex issues first, and create time to establish trust before moving on to more sensitive and complicated topics.

- Be prepared to respond to purposefully directed acts of bias. Children will carefully observe how you intervene when someone is the target of discriminatory or hate-based behavior. Silence in the face of injustice conveys the impression that the prejudiced behavior is condoned or not worthy of attention.

- Involve parents, other family members, educators, youth service professionals, and other members of the community in the learning process. Acknowledge that the school, home, and community are interconnected and that all adults must work together to help children develop positive and healthy attitudes and behavior.

**"Recommendations" adapted from the *A WORLD OF DIFFERENCE® Institute Anti-Bias Study Guide (Elementary/Intermediate Level).* © 2001. New York, NY: Anti-Defamation League. All rights reserved.**

# SECTION II.

## Background Information

# BACKGROUND INFORMATION

## OVERVIEW

This section of the Partners Against Hate *Program Activity Guide: Helping Children Resist Bias and Hate* provides parents, educators, youth service professionals, and others working with children background information on hate crimes and bias incidents; hate on the Internet; and bullying in schools. A working knowledge of each of these topics can help adults understand the vast and increasing array of challenges that young children face and help them to develop effective strategies and practices in order to successfully negotiate an environment that is often potentially harmful, both to them and to others. This material also reaffirms the need to stop hateful attitudes before they begin, in that such thinking, if left unchecked and unchallenged, can develop into an entrenched belief system that ultimately leads to the acceptance of hate-motivated speech and activity as an acceptable way of dealing with differences and conflicts.

## DEFINITION OF HATE CRIMES AND BIAS INCIDENTS

While many definitions of hate crime exist, they all encompass the same central idea – the criminality of an act of violence against a person, property, or group of people where the motivation for the act is race, religion, sexual orientation, gender, or another characteristic over which an individual or group has no control.

**The United States Congress defines a hate crime as**

"a crime in which the defendant intentionally selects a victim, or in the case of a property crime, the property that is the object of the crime, because of the actual or perceived race, color, national origin, ethnicity, gender, disability, or sexual orientation of any person."

*Section 280003(a) of the Violent Crime Control and Law Enforcement Act of 1994 (28 U.S.C. 994 note).*

**The International Association of Chiefs of Police (IACP) defines a hate crime as**

"a criminal offense committed against persons, property or society that is motivated, in whole or in part, by an offender's bias against individuals or a group's race, religion, ethnic/national origin, gender, age, disability or sexual orientation."

*Developed at the 1998 IACP Summit on Hate Crime in America*

Today, the Federal government, over forty States, and the District of Columbia have hate crime statutes in effect. Although these statutes vary in a number of ways, most



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statutes define hate crimes by addressing violence, property damage, or threat motivated, in whole or in part, by an offender's bias based upon race, religion, ethnicity, national origin, gender, physical or mental disability, or sexual orientation. While most jurisdictions have hate crime laws that cover bias based on race, religion, ethnicity, and national origin, a smaller number of States also cover gender, disability, and sexual orientation.

In addition to criminal statutes, many States have civil statutes that authorize the State Attorney General to seek restraining orders against persons who engage in bias-motivated violence, threats, or property damage. Educators, parents, and others are urged to know the exact wording of the hate crime statutes applicable in their States. This information is available on the Partners Against Hate Web site, www.partnersagainsthate.org, in the Hate Crimes Database.

It is important that the difference between hate crimes and bias or hate incidents is clearly understood. Bias or hate incidents involve behavior that is motivated by bias based on personal attributes such as race, religion, ethnicity, national origin, gender, disability, or sexual orientation but which do not involve criminal conduct. Bias-motivated and degrading comments are examples of bias incidents. They are not considered to be hate crimes because the speaker of those comments has not engaged in criminal activity. Hate crimes, which are also motivated by bias based on characteristics like race or religion, do involve criminal activity (e.g., arson, physical assault, murder). While bias incidents are not considered criminal acts, they do nonetheless create tension that can lead to more serious problems if left unchecked. The task of parents, teachers, youth-service professionals, community residents, and adults, in general, is to ensure that young people understand the harmful impact of such behaviors and keep them from escalating.

## FREQUENTLY ASKED QUESTIONS RELATED TO HATE VIOLENCE

### *What is a hate crime?*

These are crimes committed against individuals or groups or property based on the real or perceived race, religion, gender, sexual orientation, disability, national origin, or ethnicity of the victims. The role played by these personal characteristics in motivating the offender is the key difference between hate crimes and other crimes.

### *Why do hate crimes occur?*

Hate crimes often occur as a result of prejudice and ignorance. A lack of understanding about differences among people and their traditions contributes to fear and intolerance. Left unaddressed, these sentiments may often lead to acts of intimidation and ultimately hate-motivated violence.

### *How often do hate crimes occur?*

According to the FBI, in 2000 over 4,300 hate crimes based on race were committed and nearly 2,800 of those race-based incidents were directed at African Americans. There were also over 1,400 hate crimes incidents based on religion, and over 1,100 of those were perpetrated against individuals of the Jewish faith. During the same year,

there were some 1,300 hate-related incidents based on sexual orientation; just over 890 of those were directed against gay men or men thought to be gay. Additionally, there were nearly 911 hate crimes based on ethnicity, and over 550 of those incidents were directed against Hispanic Americans. Finally, there were 36 disability- related hate crimes, and 20 of those were directed against persons with a physical disability.

***Who commits hate crimes?***

FBI data for 2000 identifies hate crime offenders by race and by their association with the commission of other crimes. In 2000, nearly 65% of hate crime offenders were white, 19.9% were black, 5% were multiracial, and 1.4% were of Asian-Pacific Island origin. Another 1% was Native American and 10% of the offenders were unknown. In terms of other crimes committed, 83.5% of the reported hate crime offenders in 2000 had also committed other crimes against people; the most frequent of those crimes was intimidation. Another 66% of hate crime offenders were associated with crimes against property such as destruction, damage, or vandalism. In general, most hate crimes are committed by previously law abiding young people harboring some form of disdain or hatred for a member of a particular group. (Source: FBI Hate Crime Statistics 2000; available at www.fbi.gov/ucr/cius_00/hate00.pdf.)

***Where do hate crimes usually occur?***

According to the FBI, in 2000, the highest percentage of reported hate crimes (32%) occurred on or near residential properties. The FBI also reports that 18% of hate crimes committed took place on highways, roads, alleys, or streets. Another 11% of those crimes took place at schools and colleges, while 28% were widely distributed across different locations.

***Are hate crimes decreasing or increasing?***

It is difficult to tell if hate crimes are on the rise or on the decline. On the one hand, reporting hate crimes is a voluntary action taken by States and localities. Some States with clear histories of racial prejudice and intolerance have reported zero incidents of hate crimes. At the same time, many victims of hate crimes are often reluctant to come forward – a direct result of the trauma caused by the crime. Although the Hate Crime Statistics Act was passed in 1990, States have only been collecting and reporting information about these crimes to the FBI since 1991. It appears that for those States and localities that have reported hate crimes, the number of incidences nationwide has continued to hover annually somewhere between 6,000 and 8,500. Again, this may be indicative simply of the reporting or nonreporting trends of different localities. In fact, seven States and the District of Columbia reported fewer than 10 hate crime incidents in 1999, and 7 of the most populous cities in the U.S. did not participate in hate crimes reporting to the FBI at all. Large cities like Nashville and New Orleans reported having no hate crime incidents in 2000.

***Is there an increase in hate crimes following a national crisis or during other difficult times?***

While direct correlations are always difficult to establish, there is strong evidence that when the country is faced with traumatic events, such as the tragic events at the World Trade Center, Pentagon, and in Pennsylvania on September 11, 2001, hate

crimes escalate. In the weeks following the events of September 11th, for example, the FBI initiated numerous hate crime investigations involving reported attacks on Arab-American citizens and institutions. These attacks ranged from verbal harassment to physical assaults and murder. There were also reports of mosques being vandalized. Attacks on people with no cultural, political, or ethnic affinity with any Middle Eastern group, but who "looked Arab" or "looked Muslim" also became common following the emotional upheaval that followed the attack. In the wake of the overwhelming response to the toll-free hotline established to document claims of discrimination, harassment, and hate crimes following the September 11th terrorist attacks, the United States Commission on Civil Rights (USCCR) expanded its capacity to collect information by initiating a second toll-free hotline. During one 12-hour period following the attacks, the volume of calls peaked at approximately 70 calls per hour.

**NOTE**

For more information on hate crimes following the acts of terrorism on September 11, 2001, visit the USCCR Web site at www.usccr.gov.

***How do hate crimes affect local communities?***

Hate crimes are committed with the intent not only of sending a message to the targeted victim, but also to the community as a whole. The damage done to victims and to communities through hate crimes cannot be qualified adequately if one only considers physical injury. The damage to the very fabric of a community where a hate crime has occurred must also be taken into account. Hate crimes, in effect, create a kind of public injury because they rapidly erode public confidence in being kept free and safe from these crimes. To that extent, crimes of this nature can traumatize entire communities.

***What can parents and educators do to prevent the spread of hate-motivated behavior?***

Among the most important thing that adults can do to reduce the spread of hate-motivated behavior is to help young people learn to respect and celebrate diversity. Research shows that children between the ages of 5 and 8 begin to place value judgments on similarities and differences among people. Moreover, children's racial attitudes begin to harden by the fourth grade, making the guidance of adults during this time period particularly important. It is essential that adults talk openly and honestly with children about diversity, racism, and prejudice. In schools, teachers and administrators should engage in educational efforts to dispel myths and stereotypes about particular groups of people and whenever possible work with parents and local law enforcement authorities so that such an effort is supported on many fronts.

***Are there any statistics available on youth-initiated hate crimes?***

In 1990, the Los Angeles County Commission on Human Relations reported that approximately one-third of all Los Angeles County schools had experiences with hate crimes. The Bureau of Justice Assistance reported that in 1994, young people under the age of 20 carried out nearly half of all hate crimes committed. According to the Chicago Lawyers Committee for Civil Rights Under Law, the FBI, and other researchers, hate crime perpetrators are usually under the age of 26. These facts further underscore the importance of intervening with young children as early as possible.

***Can a hate crime be committed with words alone?***

The use of bigoted and prejudiced language does not in and of itself violate hate crime laws. This type of offense is frequently classified as a bias incident. However, when words threaten violence, or when bias-motivated graffiti damages or destroys property, hate crime laws may apply.

***Does bias have to be the only motivation in order to charge someone with a hate crime?***

In general, no, although the answer may depend on how courts in a particular jurisdiction or State have interpreted its hate crime laws. It is not uncommon for people to commit crimes for more than one reason. Many hate crimes are successfully prosecuted even when motivations in addition to bias are proven.

## HATE ON THE INTERNET

A topic that has become closely associated with hate crimes is hate on the Internet. The Internet today is so diverse and complex that it defies simple definition – it enables intense communication across social, geographical, and political boundaries while educating and entertaining. But it is critical for adults to remember that for all of its advantages, the World Wide Web remains unregulated and unmonitored. Children may come upon sites and messages that are inappropriate, pornographic, or hateful. Even a casual search on the Internet today will reveal a wide number of sites devoted to racism, anti-Semitism, homophobia, and sexism; therefore, children who explore the Internet, whether visiting Web sites, reading e-mail messages, or conversing in chat rooms, run the risk of encountering this type of information. In fact, many hate groups specifically target young children because they know that hateful messages planted at an early age can deeply influence and affect young minds.

Hate groups around the world have always spread propaganda – this is not new. What is new is that with the advent of the Internet, hate groups can now share their messages with literally millions of people across the globe with the click of a mouse. Prior to the Internet, hate groups remained somewhat isolated and were forced to communicate with others through means that seem somewhat primitive by today's standards. Flyers, anonymous mailings, street demonstrations and the like were the only avenues available to hate groups. Today however, extremists can share their messages easily, inexpensively, and often anonymously with hundreds of fellow extremists and with unsuspecting children. Some of the more popular forms of communication used by hate groups on the Internet include encrypted email, newsgroups, listservs, and chat rooms.

Like any tool, the Internet has the potential to help and to harm, depending on how, and by whom, it is used. It is the responsibility of parents, teachers, and other adults to carefully monitor children's computer use so that their experiences will be both meaningful and safe.

## FREQUENTLY ASKED QUESTIONS ABOUT HATE ON THE INTERNET

***Why can't the government ban use of the Internet to spread hateful and racist ideology in the United States?***

The Internet operates across national borders, and efforts by the international community or by any one government to regulate its contents would be virtually impossible, both technologically and legally. In the United States, the First Amendment to the Constitution guarantees the right of freedom of speech to all Americans, even those whose opinions are reprehensible by most people's standards. In a number of recent decisions, the Supreme Court has reaffirmed that the government may not regulate the content of Internet speech to an extent greater than it may regulate speech in more traditional areas of expression such as the print media, the broadcast media, or the public square. While courts may take into account the Internet's vast reach and accessibility, they must still approach attempts to censor or regulate speech online from a traditional constitutional framework.

***Is there any kind of hate speech on the Internet that is not protected by the First Amendment?***

The U.S. Constitution protects Internet speech that is merely critical, annoying, offensive, or demeaning. However, the First Amendment does not provide a shield for libelous speech or copyright infringement, nor does it protect certain speech that threatens or harasses other people. For example, an e-mail or a posting on a Web site that expresses a clear intention or threat by its author to commit an unlawful act against another specific person is likely to be actionable under criminal law. Persistent or pernicious harassment aimed at a specific individual is not protected if it inflicts or intends to inflict emotional or physical harm. To rise to this level, harassment on the Internet would have to consist of a "course of conduct" rather than a single isolated instance. A difficulty in enforcing laws against harassment is the ease of anonymous communication on the Internet. Using a service that provides almost complete anonymity, a bigot may repeatedly e-mail his or her victim without being readily identified.

***Has anyone ever been successfully prosecuted in the United States for sending racist threats via e-mail?***

There is legal precedent for such a prosecution. In 1998, a former student was sentenced to one year in prison for sending e-mail death threats to 60 Asian American students at the University of California, Irvine. His e-mail was signed "Asian hater" and threatened that he would "make it my life career [sic] to find and kill everyone one [sic] of you personally." That same year, another California man pled guilty to Federal civil rights charges after he sent racist e-mail threats to dozens of Latinos throughout the country.

***Has anyone ever been held liable in the United States for encouraging acts of violence on the World Wide Web?***

Yes. In 1999, a coalition of groups opposed to abortion was ordered to pay over $100 million in damages for providing information for a Web site called "Nuremberg Files," a site which posed a threat to the safety of a number of doctors and clinic workers who perform abortions. The site posted photos of abortion providers, their

home addresses, license plate numbers, and the names of their spouses and children. In three instances, after a doctor listed on the site was murdered, a line was drawn through his name. Although the site fell short of explicitly calling for an assault on doctors, the jury found that the information it contained amounted to a real threat of bodily harm.

***Can hate crimes laws be used against hate on the Internet?***

If a person's use of the Internet rises to the level of criminal conduct, it may subject the perpetrator to an enhanced sentence under a State's hate crime laws. Currently, 44 States and the District of Columbia have such laws in place. The criminal's sentence may be more severe if the prosecution can prove that he or she intentionally selected the victim based on his or her race, nationality, religion, gender, or sexual orientation. However, these laws do not apply to conduct or speech protected by the First Amendment.

***Can commercial Internet Service Providers (ISP's) prevent the use of their services by extremists?***

Yes. Commercial ISP's, such as America Online (AOL), may voluntarily agree to prohibit users from sending racist or bigoted messages over their services. Such prohibitions do not implicate First Amendment rights because they are entered into through private contracts and do not involve government action in any way. Once an ISP commits to such regulations, it must monitor the use of its service to ensure that the regulations are followed. If a violation does occur, the ISP should, as a contractual matter, take action to prevent it from happening again. For example, if a participant in a chat room engages in racist speech in violation of the "terms of service" of the ISP, his or her account could be cancelled, or the person could be forbidden from using the chat room in the future. ISP's should encourage users to report suspected violations to company representatives. The effectiveness of this remedy is limited, however. Any subscriber to an ISP who loses his or her account for violating that ISP's regulations may resume propagating hate by subsequently signing up with any of the dozens of more permissive ISP's in the marketplace.

***How does the law in foreign countries differ from American law regarding hate on the Internet? Can an American citizen be subject to criminal charges abroad for sending or posting material that is illegal in other countries?***

In most countries, hate speech does not receive the same constitutional protection as it does in the United States. In Germany, for example, it is illegal to promote Nazi ideology, and in many European countries, it is illegal to deny the reality of the Holocaust. Authorities in Denmark, France, Britain, Germany, and Canada have brought charges for crimes involving hate speech on the Internet. While national borders have little meaning in cyberspace, Internet users who export material that is illegal in some foreign countries may be subject to prosecution under certain circumstances. American citizens who post material on the Internet that is illegal in a foreign country could be prosecuted if they subjected themselves to the jurisdiction of that country or of another country whose extradition laws would allow for arrest and deportation. However, under American law, the United States will not extradite a person for engaging in a constitutionally protected activity even if that activity violates a criminal law elsewhere.

***Can universities prevent the use of their computer services for the promotion of extremist views?***

Because private universities are not agents of the government, they may forbid users from engaging in offensive speech using university equipment or university services; however, public universities, as agents of the government, must follow the First Amendment's prohibition against speech restrictions based on content or viewpoint. Nonetheless, public universities may promulgate content-neutral regulations that effectively prevent the use of school facilities or services by extremists. For example, a university may limit use of its computers and server to academic activities only. This would likely prevent a student from creating a racist Web site for propaganda purposes or from sending racist e-mail from his or her student e-mail account. One such policy – at the University of Illinois at Champaign-Urbana – stipulates that its computer services are "provided in support of the educational, research and public service missions of the University and its use must be limited to those purposes." Universities depend on an atmosphere of academic freedom and uninhibited expression. Any decision to limit speech on a university campus – even speech in cyberspace – will inevitably affect this ideal. College administrators should confer with representatives from both the faculty and student body when implementing such policies.

***May public schools and public libraries install filters on computer equipment available for public use?***

The use of filters by public institutions, such as schools and libraries, has become a hotly contested issue that remains unresolved. At least one Federal court has ruled that a local library board may not require the use of filtering software on all library Internet computer terminals. A possible compromise for public libraries with multiple computers would be to allow unrestricted Internet use for adults, but to provide only supervised access for children. Courts have not ruled on the constitutionality of hate speech filters on public school library computers. However, given the broad free speech rights afforded to students by the First Amendment, it is unlikely that courts would allow school libraries to require filters on all computers available for student use.

***What exactly are Internet "filters" and when is their use appropriate?***

Filters are software that can be installed along with a Web browser to block access to certain Web sites that include inappropriate or offensive material. For example, parents may choose to install filters on their children's computers in order to prevent them from viewing sites that contain pornography or other problematic material. ADL has developed the HateFilter™, a filter that blocks access to Web sites that advocate hatred, bigotry, or violence towards Jews or other groups on the basis of their religion, race, ethnicity, sexual orientation, or other immutable characteristics. HateFilter™, which can be downloaded from ADL's Web site, contains a "redirect" feature that offers users who try to access a blocked site the chance to link directly to related ADL educational material. The voluntary use of filtering software in private institutions or by parents in the home does not violate the First Amendment because such use involves no government action. There are also some commercially marketed filters that focus on offensive words and phrases. Such filters, which are not site-based, are designed primarily to screen out obscene and pornographic material.

**NOTE**

For more information about the ADL HateFilter™, contact www.adl.org.

***Besides filters, what are some other ways that adults, especially parents, can protect children from the dangerous aspects of the Internet?***

The first and most important step is to help children understand that online hate exists. At the same time, help children recognize that as much as responsible citizens may abhor the fact that hate groups and hateful individuals use this medium to spread messages of bias, hatred, and disharmony, the U.S. Constitution protects their right to do so. This is an important lesson in democratic values. By no means do fair-minded people condone hate behavior, but this must be weighed against the importance of protecting free speech. Help children develop the critical thinking skills necessary to counter all of the hateful things that they will see and hear – on the Internet as well as in other media – with accurate knowledge and a commitment to respecting all people. Additional recommendations for helping children safely navigate the Internet include the following:

- Talk with children about the dangers of the Internet before they begin using it.
- Tell children that not all of the information on the World Wide Web is accurate.
- Stress the importance of not revealing personal information to strangers over the Internet.
- Place computers in common areas so that what is on the screen can be easily seen by adults.
- Set clear rules and limits for internet use.
- Carefully monitor children's use of chat rooms.
- Talk to children about their experiences on the Internet; ask them about sites that they are visiting for schoolwork or for personal enjoyment.
- Encourage children to ask questions about what they see on the Internet.
- Participate in children's Internet explorations by visiting and discussing Web sites together.
- Expose children to Internet sites that enable them to create, to design, to invent, and to collaborate with children in other communities in ways that contribute to society in positive ways.
- Become familiar with basic Internet technologies and keep up to date on the topic by reading resource publications.

**Portions of "Hate on the Internet" adapted from *Poisoning the Web: Hatred Online: An ADL Report on Internet Bigotry, Extremism and Violence*. © 1999. New York, NY: Anti-Defamation League.**

## *Suggested Resource*

***The Parent's Guide to the Information Superhighway: Rules and Tools for Families Online***, developed by the National PTA and the National Urban League, can be ordered by writing the National Urban League, 500 East 62nd Street, New York, NY 10021-8379 or ordered online at www.childrenspartnership.org. This resource provides a step-by-step introduction to parenting in an online world, and offers some rules and tools to help children navigate the Internet safely.

## BULLYING IN SCHOOLS

Few topics have received more attention from educators, mental health workers, youth service professionals, and those working in the juvenile justice system in recent years than that of bullying. Tragic school shootings across the country between 1996 and 2001 left 30 people dead, most of them students, and countless others physically injured and emotionally scarred. In the aftermath, residents in towns and cities like Jonesboro, AK, Richmond, VA, Littleton, CO, and Santee, CA were left to wonder how such things could happen in their communities. Investigations into these school shootings revealed that in at least some of the cases there was evidence that the perpetrators had been teased or bullied by classmates and/or felt ostracized by the school community. While a direct correlation between bullying and school violence has not been established, there is sufficient evidence to suggest that an environment of teasing, bullying, harassment, and intimidation can lead to more serious forms of inappropriate behavior in young people.

### *Suggested Resource*

A number of resources on the topic of school violence and bullying are available from the National Resource Center for Safe Schools (NRCSS), 101 SW Main, Suite 500, Portland, OR 97204. Telephone: 800-268-2275 or 503-275-0131. Educators will find the publication *Early Warning, Timely Response: A Guide to Safe Schools* particularly useful. This publication can be downloaded from the NRCSS Web site at www.safetyzone.org.

Mental health professionals and educators generally agree that at the earliest age possible, children must understand their role in helping to create a school climate that is safe and inclusive and must be taught nonviolent ways to respond to conflict. Likewise, professionals agree that a change in thinking about bullying must take place in adults. Parents, teachers, and other school personnel who view teasing and bullying as a harmless right of passage may overlook important signs that such conduct is crossing the line into more aggressive and violent behavior.

Given that bullying is a problem that occurs within the social environment as a whole, not just in school, effective intervention must involve the entire school community. To be successful, strategies to help children develop social competence must be part of a comprehensive, multidisciplinary approach and must involve everyone with whom children interact – parents, teachers, counselors, administrators, bus drivers, coaches, etc. Time must be spent developing whole-school bullying policies, integrating anti-bullying themes into the curriculum, improving the school environment, and providing children with conflict resolution, peer counseling, or peer leadership programs where they can learn strategies to effectively address such behaviors when they occur.

### *Facts & Figures*

Approximately **1** in **7** children is a bully or a victim, and **22%** of fourth through eighth graders report academic difficulties caused by peer abuse.

An estimated **160,000** children miss school every day for fear of being bullied.

*Source: National Association of School Psychologists (1999)*



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# SECTION III.

## Interacting with Children on Issues of Diversity and Bias

# INTERACTING WITH CHILDREN ON ISSUES OF DIVERSITY AND BIAS

> *"As parents, educators, and mentors we should embrace our responsibility and opportunity to engage youth in thinking about their own biases and their experience with diversity and discrimination, and to help them develop essential social skills for living in a diverse society. These skills will serve our youth well in living and working in our country with its increasing diversity and in promoting understanding and respect across differences as members of the world community."*
>
> – Karen McGill Lawson, Leadership Conference Education Fund

## OVERVIEW

Information on how children develop cultural and racial awareness and the role of parents and educators during children's early years is examined in this section of the Partners Against Hate *Program Activity Guide: Helping Children Resist Bias and Hate*. Also included in this chapter are ways that significant adults in children's lives can provide them with positive experiences with respect to diversity, e.g., exposing them to multicultural literature and creating an environment that accurately and completely reflects the society and world in which they live. Experiences such as these can serve as a foundation for future attitudes and behaviors that reflect fairness and respect for all people. Frequently asked questions help to identify potential challenges that parents and educators face as they introduce and work with children on issues of diversity and prejudice.

## HOW CHILDREN DEVELOP RACIAL AND CULTURAL IDENTITY AND ATTITUDES

Researchers have discovered important information about how young children develop racial and cultural identity and attitudes. Some of the key points are listed below. This information can be used as a framework for observing children and for selecting and creating appropriate lessons and activities.

**Two-Year-Olds** become increasingly aware of the physical aspects of identity. The awareness of gender is usually noticed first, followed by a curiosity about skin color, hair color and texture, eye shape and color, and other physical characteristics. Awareness of disabilities tends to come later than the awareness of gender and race; however, some two-year-olds may begin noticing more obvious physical disabilities, such as a person using a wheelchair.

Children between the ages of two and three may begin to be aware of the cultural aspects of gender, noticing that girls play more frequently with dolls while boys play more often with trucks. Children at this age may also be aware of ethnic identity, noticing such things as children eating different cultural foods, celebrating different

holidays, or not celebrating or recognizing holidays or birthdays that they view as important.

Children may show signs of pre-prejudice (the ideas and feelings in very young children that may later develop into "real" prejudices when reinforced by biases that exist in society). Pre-prejudice is often manifested by discomfort, fear, or rejection of differences.

Children at this age may take their first steps toward the appreciation of people who are physically and culturally different from themselves if positive interactive experiences are part of the regular home, school, and afterschool program environments and activities.

**Three- and Four-Year-Olds** begin to expand their observations of differences and seek greater explanation of those differences. They are aware of their own and others' physical characteristics. Constructing their identity is a primary task. They want to know how they got their skin, hair, and eye color, and may question why racial group "color" names are different from the actual colors.

Preschoolers are curious about variations within their extended family and the reason why two people with different skin colors may be considered part of the same group. They begin to wonder if skin, hair, and eye color will remain constant, as they begin to recognize that getting older brings physical changes. Children at this age may ask questions like, "Will my skin color change when I grow up?" or "Will you always be white?"

**Five-Year-Olds** begin to build a group ethnic identity, as well as an individual identity. They can more fully explore the range of differences within and between racial and ethnic groups as well as the range of similarities between groups.

Children at this age begin to understand scientific explanations for differences in skin color, hair texture, and eye shape. They are also beginning to understand the concept of family traditions and family history.

**Six- to Eight-Year-Olds** continue to recognize other group members and begin to realize that their ethnicity is not changeable. They are beginning to become aware of history, local actions, and attitudes for and against cultural groups. Such new knowledge, influenced in part by the media, may foster personal prejudices that may become an integral part of a child's attitudes and behaviors.

Children at this age are highly influenced by the way they see people interact and resolve conflicts. Many children in this age group learn about culture and race with greater cognitive depth and emotional connection than they did at earlier stages. They may begin to take pride in their own cultural identities and understand the experiences of others.

**Nine- to Twelve-Year-Olds** are gaining a greater understanding of the geographic and historical aspects of culture. Although many 9-12 –year-olds may still be concrete thinkers primarily focused on their own experiences, many may be moving into more abstract thinking. They may become more aware of the attitudes and behaviors of persons in positions of authority within institutional settings, such as schools, places

of worship, and youth agencies. They may also begin to gain an awareness and understanding of the various perspectives that have surrounded historical events.

Children at this age may understand personal and family struggles against bias and are often willing to discuss culture, race, and differences. A more complex understanding of personal, family, and community identity based on cultural values may emerge. Children at this age are becoming increasingly aware of the valuing and devaluing of culture and race by the their peers, the media, and the larger community. The advantages and disadvantages of some groups politically, educationally, and economically are becoming evident, and children may informally begin to discuss what they see as unfairness.

Most 9-12-year-olds can understand racial and cultural stereotypes; can speak from dominant and nondominant perspectives; can practice stating the strengths and positive aspects of various cultures; and can discuss how internalizing a negative view about self may affect someone's confidence.

**Adapted from the *A WORLD OF DIFFERENCE® Institute Anti-Bias Study Guide (Elementary/Intermediate Level).* © 2001. New York, NY: Anti-Defamation League.**

## THE ROLE OF PARENTS AND FAMILIES

> *"No child is born a bigot. Hate is learned and there is no doubt it can be unlearned. Leading experts on child development argue that the problem begins as early as preschool, where children have already learned stereotypes or acquired negative attitudes toward 'others.' The process of countering those negatives with positives begins at an early age."*
>
> – Caryl Stern, Anti-Defamation League

Children are naturally curious about the people and things that they see around them. From the time children begin to talk, they question their parents about their environment and asking questions about people that they perceive as different from themselves and other family members will eventually become a focus of some of those questions. Parents must remember that children will naturally form categories to help them understand the differences they perceive around them; it is the responsibility of parents (and eventually teachers) to help children better understand those differences and to not form value judgments about them. Parents and families have a unique role to play as the first source of information children use to begin building not only their own sense of identity but also their ideas and beliefs about others.

Both the seeds of respect and the seeds of intolerance are planted when children are very young and nurtured by their experiences and by the attitudes of those around them as they grow. Children do not develop their attitudes about difference in isolation. It is precisely because they are keenly aware of how significant adults respond to the surrounding world, that they must talk to them openly and directly about issues of bias and difference. Establishing a pattern of talking to children about

issues of diversity, prejudice, and bias early can help them to develop and maintain an open mind as it relates to these issues, and it will help them learn how to engage in thoughtful discussions about diversity as they move into adolescence. The goal is not just to help prevent bias-motivated behavior and hate crimes, but to help children flourish in a diverse society.

Often when faced with challenging questions from children, it can be difficult to answer them in ways that children understand. For most parents, discussing issues like diversity with their young children is fraught with peril and uncertainty. Some parents, afraid to say the wrong thing, say nothing at all. Other parents do their best to minimize differences. The truth is that while there is no one right way to talk to a child about diversity, minimizing differences or avoiding the topic altogether sends children the message that there is something "wrong" with people who are not like them. Giving children clear, accurate, and age-appropriate information when they ask questions about race, disabilities, sexual orientation, or other diversity-related topics helps them to begin processing the information in nonjudgmental and meaningful ways.

One of the most important things that parents can do is to ensure that their children's early experiences are filled with as many positive experiences with diversity as possible. Children who live in heterogeneous neighborhoods and who attend integrated schools have the best opportunity to learn first hand the value of getting to know people whose backgrounds and cultures differ from their own. But even children in homogeneous neighborhoods can be exposed to other cultures through books, pictures, music, art, crafts, games, television, and film. Research indirectly supports that creating a home environment where books and toys reflect many racial and ethnic groups reduces the ethnocentric bias that even very young children can demonstrate. Giving children opportunities to interact with playmates of diverse backgrounds is also desirable, since young children learn best from direct experience.

Even when parents have done the best they can to help their children respect diversity and treat others fairly, they will at some time or another encounter bigotry, prejudice, and even hate. They will most likely witness or be the victim of bullying in school – bullying that may be based on some kind of prejudice. And, even if their own lives are free from such experiences, hate and extreme acts of bigotry will infiltrate their lives through newspaper headlines, magazines, television, radio, and the Internet. When children encounter any form of bigotry it is essential to identify it as such and to talk about it with them. Parents should share their feelings of outrage at racially motivated attacks, "gay bashing," or the vandalism of synagogues, churches, mosques, or other places of worship. Children need to know that there are groups who actively combat hate crimes and, as they get older, they need to learn about the laws and policies that protect civil rights and make hate crimes illegal.

What cannot be stressed strongly enough is the need for parents to accept that they, like everyone, harbor their own biases and prejudices – biases and prejudices that they transmit to their children, often unconsciously. Parents must accept this reality and commit themselves to thinking about the attitudes and behaviors that they expose their children to and decide if these are the kinds of things that they want their children to learn. If children observe their parents working to respect cultures and beliefs different from their own, they will be more likely to internalize these values themselves as they grow and mature.

## FREQUENTLY ASKED QUESTIONS

The following questions demonstrate the kinds of issues that parents face when working with their children on issues related to diversity and bias. In general, these examples demonstrate the two kinds of questions that parents have, the first, how to educate their children on issues of diversity, and the second, how to help their children respond to the challenges that they face. Of course, these questions often overlap because learning how to respond to challenges also educates children and prepares them for future situations that may be similar.

***We're Jewish and my 8-year-old son's best friend is Arab-American. Recently my son came home in tears because his other Jewish friends told him that they couldn't be friends with Ayad because all Arabs hate Jews and Jews should hate Arabs. What should I say?***

**Suggested Resource**

In light of the tragic events of September 11, 2001, prejudice and discrimination against Arab-Americans escalated across the country. Help your children learn accurate information about Islam, Muslims, and Arab-Americans so they will not succumb to the stereotypes and biases that they will be exposed to. One source of information – a list of 100 questions about Arab-Americans prepared by the Detroit Free Press – is available at www.freep.com/jobspnge/arabs/index.htm.

First of all, acknowledge how confusing this situation must be for your child. Help him understand that he is free to choose his own friends and that his other friends have no right to dictate his choices. You can talk with him in a general way about how individuals can be friends despite conflicts that might exist between the cultural groups to which they belong. Encourage your son to identify what he likes about his friend and to continue to see him as an individual and not as a representative of a group. If your son knows other Arab-American children, ask him how Ayad is like them and not like them. You can also talk this with other members of racial or ethnic groups, including how Ayad is similar to and different from his Jewish friends.

***My 6-year-old daughter came home from a friend's house and said, "Alan asked me why I can't be Christian because Christians are the best. Are they better than we are?" I was angry that someone said that to her and confused about how to reply.***

All children need to feel good about themselves and who they are. That sense of well-being is threatened when they are faced with confusing information or with an unkind remark or slur. You might talk with your daughter like this: "Our family's religion is not the same as Alan's family. His religion isn't better than ours, and ours isn't better than his. They're just different. Maybe we can invite Alan to celebrate one of our holidays with us some time so he can learn more about our religion." By addressing the issue calmly and directly, you can help your daughter learn ways to respond to such remarks if they happen again. By encouraging her to invite Alan to share in your holidays, you communicate your sense of pride about your religion.

In addition, you might want to consider calling Alan's parents to talk about his comment. Perhaps both families can talk together about their respective religions. In any case, you have an opportunity to help your daughter understand that no race,



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religion, or ethnicity is "better than" another, and that it is important that all people have the freedom to practice the religion of their choice. This experience can be used to help your daughter think more about your family's religious beliefs and how they are similar to and different from the beliefs of others. This can also be the beginning of your family's exploration of the world's religious diversity.

***I can't believe this, but my third grader is getting teased because she's good at math. She told me that she was going to pretend not to know the answers in class, because all of the girls are calling her a boy since "only boys are good at math." Should I talk to her teacher?***

Making your daughter's teacher aware of what is happening in the classroom could prove helpful. One way the teacher might approach this situation is to integrate books, stories, news, and news articles about women scientists and mathematicians into the curriculum. Another strategy might be to talk with students in general about the history of women's liberation and encourage ongoing, generalized discussions about the similarities and differences among the abilities of boys and girls.

Your role as her parent is to encourage your daughter to be herself and to be proud of her accomplishments. Let her know that you believe strongly that the girls who are teasing her are wrong. Ask your daughter if she wants her teacher to intervene, although she may feel that intervention will make things worse. It would also be helpful to encourage your daughter to seek out friendships with girls who are not afraid of being good at math, science, or other school subjects traditionally dominated by boys.

***One day when my 5-year old-son and I were driving home from the park, he suddenly said, "Mom, I wish I were white." We live in a racially mixed neighborhood, and I thought he had a positive self-concept and a strong African-American identity. I felt like a failure.***

You haven't failed your son. Most parents work hard to give their children a sense of pride in themselves and their heritage. If that heritage is devalued by society, however, the task becomes much harder. Before you worry too much, it would be helpful to find out what his remark means to him. Try to understand what prompted his comment. Has he been excluded from friendships or activities because of his race? Did television or incidents in the neighborhood prompt his comment? Did it come out of some other experience?

It is important that you react to a comment like this one in a calm and thoughtful manner as your response can help to begin an important conversation about what being African-American means to you, to him, and to others. This would also be a good time to take a look around your home to determine if the images in things like books, art, music, and toys that your son is exposed to on a daily basis reflect African-American culture. Reading him stories about prominent African-Americans in history, pointing out African-Americans in position of leadership in the community and country, and going to museums or cultural events that have as part of their theme African-American culture could all also be helpful. Perhaps most important will be your ability to convey to your son your own pride in your heritage and culture.

***The other day my daughter and I were at the grocery store. While we were checking out I struck up a conversation with the man at the register, who had a thick accent. My 4-year-old daughter started to laugh and said the man sounded "funny." I was very embarrassed and didn't know what to say.***

Instead of being embarrassed by a situation like this one, use it as a "teachable moment." Explain to your daughter that you understand why the man sounds different from her and that's because he has an accent. Tell her that people who learn another language first often say words differently from those who learn English first. Help your daughter think about the advantages of people being able to speak more than one language. It will also be important you tell your daughter that describing how the man talks as "funny" might hurt his feelings and we never want to hurt anyone's feelings. Remember not to ignore comments like this or trivialize them by encouraging your daughter not to notice the man's accent. This implies that something is wrong with the way the man is speaking and begins to send your child negative messages about diversity.

***Recently I have noticed that my preschooler is staring at people with disabilities. I keep telling him that it's not polite to stare. The other day while we were on an elevator with a man who was using a wheelchair, my son asked, "Why don't that man's legs work?" I had no idea how to handle this situation without making it worse than it already was.***

Your response to your child's question must provide specific information and help the child to see the whole person, not just his disability. Explain to your son that the man might have been in an accident or had a disease that left his legs "not working." Ask your son to think of things that this person might have to do differently than he does because of the disability. Bear in mind that some children are afraid of illnesses and think that if a person has had an illness or an accident it may in some way be contagious. If this is the case with your child, you might want to add information to allay this fear.

It is best not to silence your child without providing information during situations like this one, because that will imply that asking the question was somehow wrong. It might also be useful for you to take the lead if you see your child staring at someone, and ask him if has questions about the person that you might be able to answer. The key to answering questions at this stage of your child's life is making sure that he has the most exposure possible to diversity so that the questions will be asked naturally as part of everyday life.

## THE ROLE OF EDUCATORS

Schools greatly influence children's beliefs about the similarities and differences among people whether the subject of diversity is ever openly discussed or not. Children spend much of the day in school, and, for many, it is their main social milieu. They acquire attitudes from the absence as well as the presence of diversity in the student body and staff, in the curriculum, and in the physical environment. They learn by watching teachers who confront prejudice as it occurs and from those who choose to ignore it. Teachers are role models, and their actions say as much as their words.

Studies have demonstrated a high correlation between teachers' respect for diversity and the learning potential of those students with whom schools have traditionally had the least success. It is critical that teachers have the proper preparation and materials to effectively teach respect for differences. By approaching diversity as an ongoing theme in the classroom, they encourage children to develop a lively interest in cultures, religions, ethnic traditions, and ways of being other than their own. This, in turn, will help young people mature into flexible, well-adjusted adults who are curious about their world rather than fearful of it. Teachers must also be encouraged to learn about their students' needs and cultures and to use that knowledge to enhance their students' self-respect and to encourage their success.

Teachers and youth service professionals must work alongside parents and families to ensure that young children feel comfortable talking about and exploring diversity, prejudice, and bias. It is important that in two of the most important places in their lives – school and home – children have ample opportunities to get to know themselves and their own feelings and have a chance to talk openly and honestly about difficult topics. In addition, educators, who seek to challenge stereotypes and biases, can provide factual concrete information and positive interpersonal experiences for students as part of learning. Educators can also learn how to effectively counter biased behavior when it occurs.

The ability to work and play successfully in a diverse society is one of the most important skills that educators can give to students. As young people prepare to enter the workforce today, they recognize that communicating, interacting, and cooperating with people from different backgrounds have become as essential as mastering computer skills.

## FREQUENTLY ASKED QUESTIONS

Following are several questions posed by educators and other caregivers on topics including teaching about diversity, interrupting prejudice, and considering the importance of one's own experiences and beliefs about diversity when working with children. Many of the suggested responses, while specific to these questions, can be generalized to other situations.

***We had an international day at our school and some of my first graders started making faces at the food that some of the Korean-American families brought. They kept calling the noodles worms and chanting, "We want American food." Their parents didn't stop them. How can I help them and their parents learn that making fun of someone else's food is wrong?***

Sometimes schools use international dinners as a kind of a celebration of diversity, but unless these events represent an ongoing commitment to exploring and celebrating similarities and differences they may foster exactly the kind of behavior you describe. Unfortunately, when children are exposed to things or to situations that are outside the realm of their daily experiences they may cope with their discomfort or feelings of inadequacy by making jokes or banding together to make fun of whatever it is they perceive as different. If that happens, they need to be told to stop and also told that what they are doing is hurtful. What's more important, however, is to think of ways

that you can prevent that kind of behavior or use such experiences when they occur as "teachable moments."

It is crucial to incorporate the similarities and differences among people into your classroom and your school throughout the year. If diversity is an ongoing part of children's education then they are likely to feel less threatened when they are exposed to new ideas or customs outside of their own experiences. In addition, in a situation like this particular one, you can prepare children for the different kinds of food that they might encounter at an international dinner, and also talk to them about your expectations for how they will behave. They do not have to like everything they are served. They don't even have to taste everything. But they can't make fun of it.

***After a parent/child breakfast in my kindergarten class we had our usual circle time. When I asked if anyone had any questions, one little boy raised his hand and asked, "How come Jason has two mommies instead of a mom and dad like I do?" I didn't know what to say.***

Children are naturally curious about the similarities and differences between themselves and other people, and their questions provide a wonderful opportunity to educate them about diversity and respect. You might answer by saying, "There are all kinds of ways to make a family. Some families may have two moms or two dads. Some may have a mom and a dad. Some may have one parent and sometimes families are made up of aunts and uncles raising their nieces and nephews or grandparents raising their grandchildren. What's most important about a family is that the people in it love each other."

One way to help children learn about different kinds of family structures is to include books or other visual materials in your classroom that feature characters who were adopted, are living in single parent homes, or who are being raised by two moms or dads, or by grandparents. The more diversity to which children are exposed, the more accepting they will be of the differences that they encounter. If you're having trouble answering questions about gay or lesbian families, you might want to think about your own feelings about homosexuality. Because we live in a culture that is still rife with homophobia, it is important to look closely at your own attitudes about it. To be truly effective in working with children on diversity issues, you must be willing to continue your own learning.

***One of the new children in my second grade class has cerebral palsy. The other day I saw a group of children imitating the child's movements and speech and laughing about it. I got angry at them and told them to stop, but what else can I do?***

Telling the children that their behavior is hurtful and inappropriate is certainly in order, however, without explaining why, little learning will take place. You may want to design a unit on disabilities or use some of the materials that are available to teachers to help children learn accurate information about a variety of disabilities (e.g., Easter Seals). Sometimes adults with disabilities are available to come and speak to an individual class or to the entire school to help demystify disabilities for children. A teacher can also work with the parents of a child with a disability to find out how they and their child would like the disability to be addressed with the rest of the class. Some children may want to talk about it themselves, while others may prefer not to.

**NOTE**

It is important to invite people with disabilities to speak to the class about topics that have nothing to do with their disabilities. This will help children recognize that a disability is only one part of a person and does not define who they are, just as one aspect of anyone is not the complete person.

To prevent a child from feeling singled out, it is helpful to include exploring disabilities as part of exploring diversity in general. Conversations about abilities throughout the year, as well as stories, books, artwork, and photographs by and about people with disabilities can help children feel more comfortable when they encounter someone whose abilities are obviously different from their own.

***How can I find enough time to teach about diversity when I already have so much required material to cover in the school year?***

Rather than teach "about" diversity, your goal should be to work it seamlessly into the curriculum by taking a multicultural approach to required subjects. Following are a few examples of how this can be accomplished:

- Include reading selections that have main characters from diverse cultural backgrounds, and avoid books that rely on stereotypes.
- Discuss names, foods, and customs that are mentioned in class materials.
- Encourage students to consider diverse perspectives of historical events about which they are learning.
- Include information about people from diverse groups when studying scientific or technological advancements and accomplishments.

***My students and I are from the same race – our community isn't diverse. What can I do to promote understanding under these circumstances?***

It is easier to help students flourish in a diverse world if they actually work or play with children outside their own cultural group. Still, there are things you can do within the limits of your community. Celebrate diversity in your curriculum and in your physical environment. Here are a few suggestions:

- Display posters, art, and calendars that portray a wide range of people and cultures on walls and bulletin boards.
- Introduce students to music and books by and about people from many geographic areas and from many cultures.
- Talk about the differences and similarities that do exist among your students – size, weight, eye and hair color, interests, and so forth.
- Honor heroes from various backgrounds.
- Have students correspond via mail or computer with students across the U.S. or even around the world. For children too young to write, a dictated letter composed by the class can have the same results.

***One child in my class is Cambodian and the rest are Caucasian. I don't know whether to talk about his similarities to and differences from the other children or downplay them.***

Sometimes in a large-group setting it is difficult to be the only person from a particular background or the only person with a visible disability. Many adults who endured this situation when they were children recall diversity discussions with

anguish. "I always wanted to hide under my chair" is a common refrain. If you celebrate diversity in the classroom throughout the year with music, books, games, crafts, posters, and other materials, the child will feel less singled out when the topic arises. Take your cues about how much to talk about the child's heritage from the child, but whatever you do, do not make the child feel that he is the spokesperson for all Cambodians. Within every cultural group there are similarities, but there are also numerous differences. Use your discretion to decide whether it also might prove useful to talk with the child's parents. They might be excited about discussing their culture with the class.

Remember that even if all of your students are white, chances are good that their ancestors came to the United States from different countries. By acknowledging and exploring all of the cultures represented, you can help children accept and embrace the differences between them.

***Sometimes I feel guilty about my own feelings of prejudice, which I try to overcome. How can I help my students become freer from prejudice than I am?***

Because we live in a society that has not yet eliminated racism, sexism, anti-Semitism, heterosexism, and fear of disabilities, all of us have to struggle to quell the prejudices that we have absorbed overtly or inadvertently over the years. Recognizing and identifying your own beliefs as overgeneralizations and prejudices rather than fact is a good first step. By helping your students view the examination of diversity and all isms as a continuous process in their lives, by promoting awareness of the harmful effects of prejudice, and by identifying bias as it occurs in daily life, you will help undoubtedly help them grow into adults unfettered by constricted, prejudicial beliefs.

***I am uncomfortable with the idea of Black History Month. Why is it necessary? Isn't our goal to celebrate diversity all year round?***

Black History Month and other commemorative months were created to ensure that we would hear and celebrate voices historically silenced in mainstream culture. While proponents maintain that one month a year is better than nothing, the goal should always be to integrate diversity throughout the year so that children are constantly learning about the valuable contributions of underrepresented or overlooked groups. You can help by including scientists, mathematicians, artists, writers, and others from diverse backgrounds throughout your curriculum.

Once diversity finds its way into our lives year-round, the impetus for special commemorations is likely to fade. Until such practice is standard, however, celebrations like Black History Month are a necessary means of educating people about the history and contributions of African-Americans.

***One of the teachers in our school is making anti-Semitic remarks. What should I do?***

It is important that each of us debunk bigotry whenever it occurs. However, exactly how to handle situations like this one will depend on many factors, including how comfortable you are with the topic. One possibility for handling this teacher's remarks is to disagree politely but firmly with what has been said. Admit that you

find the remark offensive and label it anti-Semitic. Deciding whether it would be better to say something immediately or arrange a time when you and the teacher can talk privately is a decision that you will have to make. In many cases, when people are confronted publicly they feel the need to rationalize their statements or in some other way "save face" in front of the group. Whenever you decide to say something, make sure that it is clear that you are not attacking the speaker, but rather making your feelings and your position on the topic clear, which you have every right to do. Using "I statements" can be very useful in this regard.

To lay the groundwork for more harmonious dialogue at your school, work with other teachers and staff to institute seminars and lectures that will broaden the faculty's perspectives about different groups.

***I grew up in a racist family, and I've worked hard to cleanse myself of prejudice. When I hear kids make racist remarks I want to share my own past with them. After all, I changed – so can they. Should I reveal my story? Students often ask me if I ever experienced racism. In fact, I have. Should I talk to them about my experiences?***

Sharing personal history with children – whether from the perspective of the aggressor or the oppressed – can be a powerful teaching tool. By speaking from the heart to students and sharing our journeys and struggles, we can serve as models for coping with complex issues like racism. Bear in mind, however, that your revelations must be carefully thought out. Start by asking yourself some questions: Why do I want to share this information with my students? What will they gain from it? Will anyone be harmed? Can I share this with them in an age-appropriate way? If you believe that by talking to students about your experiences you can help them consider new information or rethink their own prejudices, then integrate that information into class discussions about diversity, prejudice, and bias. The only caution here is to make sure that the discussion does not become about you and your experiences, but that your experiences are used as examples and as part of a larger discussion.

***I don't see why we should have to teach diversity at all. Schools are for academic learning, not for imparting social values.***

Children learn social values in school whether teachers consciously teach them or not. Both what is taught and what is not taught alters a child's perceptions of the world. Children who attend a school where the staff routinely neglects or dismisses diversity come away thinking that diversity is not important or that it is somehow bad. In a pluralistic society like ours, omitting the contributions of people from a variety of cultural groups tarnishes those groups and devalues their contributions. Teaching about diversity helps prepare children to live and work successfully in a pluralistic society.

***A biracial student in my class is getting teased. What should I do?***

It is vital to get all the facts so you understand as clearly as possible what is going on with this student and the children doing the teasing. Whatever the situation, spell out the rules about hurtful remarks or actions in your classroom and the thinking behind those rules. Speak to the target of the teasing, allowing her an opportunity to share her feelings about the situation. Also speak with the children who are doing the teasing to find out why they are engaging in such actions. Encourage them to think

about how they have felt when they have been the target of teasing and to consider better ways of interacting with their classmates or better ways to resolve conflicts, if it is uncovered that some or all of the teasing is a result of a disagreement with the targeted child.

To improve children's attitudes, motivate them to explore the mix of races and ethnic ancestries in the United States. Other students probably come from mixed ancestry, too, whether interracial or interethnic. This is also a good opportunity to help your students acknowledge the rich and varied family constellations in today's society, including biracial, adoptive, extended, single parent, and other configurations.

***When I was growing up, everything was so much simpler. I loved celebrating holidays like Columbus Day in school. It was fun and gave us a chance to learn about the history of our country. Now things seem much more complicated. Should I ignore these holidays in my classroom for fear of offending someone – in this case, Native-Americans?***

It's painful to give up traditions that were fun and held meaning for us as children. It is important to remember, however, that even when you were a child, holidays that were uncomplicated for you may have been troublesome for people from different cultures and traditions. The complexity also existed then – it just hadn't been brought out fully into public awareness.

Columbus Day still can be used to help children learn about this nation's history. In fact, the holiday commemorates an event that triggered a series of extremely complex phenomena. The arrival of Columbus marked the beginning of a migration of European settlers that caused the destruction of the civilizations already existing on these shores – a myriad of diverse cultures collectively known today as Native-Americans. At the same time, America offered a wonderful opportunity to those Europeans searching for political, religious, and economic freedom. It is important to help children explore and understand both of these truths, to help them learn from historical problems, and to recognize the effects of those problems on modern-day America.

While elementary age children are too young to understand political complexities, they can grasp from the start that Native-American cultures were highly developed societies when Columbus arrived and that the Europeans did not actually "discover" America. As they grow older, they can use that as a foundation on which to build an understanding of the complexities of a multicultural American society.

***The more I think about teaching my students about racism, prejudice, and diversity, the more nervous I get. I want to do the right thing, but I'm afraid that I will offend someone or say the wrong thing. What should I do?***

Before any of us can help children think constructively about diversity, bias, prejudice, and hate, each of us must consider how we ourselves feel about these issues. This process of discovery is an exciting, yet difficult journey. Perhaps the most daunting challenge is facing – and understanding – the roots of our own biases. Examining how we have learned the prejudices that we harbor and why we continue to hold them is a difficult process, but it is one that can make us better role models for all children.

It is also rewarding to discuss these questions with other people. You might find it helpful to talk with your fellow teachers about their experiences addressing these issues in their own classrooms. How did they begin? What worked for them and what didn't? They might be able to suggest some promising resources and approaches. Sometimes professional conferences provide a forum in which to discuss diversity issues in a group led by an experienced facilitator. Some schools are willing to invite speakers or to conduct workshops that enable teachers to discover ways to communicate information about multiculturalism or prejudice.

As you embark on this journey, remember that you will make mistakes. Also remember that you and all those around you can learn from those mistakes if you are willing to engage in honest conversations, and that means sharing information, asking questions, and listening to others who know more about certain topics because their life experiences have been different from yours.

## THE IMPORTANCE OF MULTICULTURAL CHILDREN'S BOOKS

Literature is a powerful vehicle for helping children understand their homes, communities, and the world. Even before young children can read themselves, family members, childcare providers, and teachers are reading them stories about other children in far-away places, sometimes from the distant past, or about children whose lives are not unlike their own. The impressions and messages contained in these stories can last a lifetime. Even in this era of "virtual" experience, the reading of children's books remains one of the most personal, in that the literary experience is shaped by the interaction of reader, listener, and text.

Children's books, at their best, invite children to use their imaginations, expand their vocabularies, and gain a better understanding of themselves and others. And, if the titles reflect the diverse groups of people in the world around them, children can learn to respect not only their own cultural groups, but also the cultural groups of others. Children's literature serves as both a mirror to children and as a window to the world around them by showing people from diverse groups playing and working together, solving problems, and overcoming obstacles. At its best, multicultural children's literature helps children understand that despite our many differences, all people share common feelings and aspirations. Those feelings can include love, sadness, fear, and the desire for fairness and justice.

Unfortunately, not all children's literature sends the messages that caring adults want children to learn. Children's books often contain the same stereotypes and biases of other media, and because children are interested in a story's plot and characters, it is unlikely that they will know or consider whether a book includes racist or sexist messages or other stereotypes. However, if young children are repeatedly exposed to biased representations through words and pictures, there is a danger that such distortions will become a part of their thinking. It is, therefore, the responsibility of adults to help children select literature that is both entertaining and that provides children with accurate representations of all people. Additionally, because there is such a relatively small number of children's books about people of color, people who are gay and lesbian, or people with physical and mental disabilities, it is extremely important that adults make every effort to see that high-quality children's literature by and about these groups is made available to children.

Selecting good multicultural children's books begins with the same criteria as that for selecting any good children's books – the literary elements of plot, characterization, setting, style, theme, and point of view must be interwoven to provide an interesting story. In addition, good multicultural children's books will challenge stereotypes and promote a realistic glimpse into the lives of diverse groups of people. By providing children with accurate and positive representations of the many cultural groups that make up the community, society, and the world in which they live, books can help children learn to identify stereotypes and biases when they encounter them.

While not every book can possibly meet every standard for what constitutes an "excellent" children's book, oftentimes the value of a particular book will outweigh those areas that might be questionable or problematic. When deciding whether or not to include a particular title in a collection of children's books, it is important to review the content as well as any illustrations or pictures that accompany the text. Children's books should be examined for such things as historical accuracy, realistic life styles, believable characters, and authentic language. The books chosen should also represent a variety of settings, problem-solving approaches, and themes, and should provide opportunities for children to consider multiple perspectives and values. Most importantly, the books must have universal appeal. Multicultural children's books should not speak to a limited group; they should speak to all children. The books should provide opportunities for children to consider multiple perspectives and values. Most importantly, the books must have universal appeal. Multicultural children's books should not speak to a limited group; they should speak to all children.

## *Suggested Resource*

The *A WORLD OF DIFFERENCE® Institute Selected Bibliography of Children's Books* lists over 500 children's books that have the potential to help children respect their own cultural group as well as the cultural groups of others, to develop empathy and, in general, to learn about multiple perspectives and experiences. The books are divided into categories common to all people: Customs and Traditions; Families, Friends, and Neighbors; Folktales, Legends, and Poems; and Overcoming Obstacles. This bibliography includes a short description of each book along with a suggested reading level. For more information about this resource, contact the A WORLD OF DIFFERENCE® Institute at 212-885-7700.

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## *Facts & Figures*

Of the 4,500 children's books published in the United States in 1997,

- 88 were by African-American authors and/or illustrators
- 88 were by Latino/a authors or about Latino/a themes
- 64 books were on Native-American themes and
- 66 were about Asian-American children living in the United States in the 1990s and 14 of those titles were folktales.

*Source: Cooperative Children's Book Center, University of Wisconsin, Madison, 1999.*

## CREATING AN ENVIRONMENT THAT RESPECTS DIVERSITY

What is present in the school, classroom, home, or other environments where children spend a considerable amount of time, as well as what is absent, provides children with important information about who and what is important. Every effort should be made to create a setting that is rich in possibilities for exploring cultural diversity. The list of things to include is limited only by one's imagination. Children's artwork, books, magazines, pictures, musical instruments, baskets, pillows, jewelry made from a variety of materials, puppets, rugs, wall hangings, eating and cooking utensils, and recordings of music in many languages are just a few examples of the many objects that can be used to reflect the world's cultures.

Such an environment assists children in developing their ideas about themselves and others, creates the conditions under which children initiate conversations about differences, and provides teachers and other caregivers with a setting for introducing activities about diversity. It also fosters children's positive self-concept and attitudes.

The following guidelines suggest the types of images that are desirable in the classroom or other child-centered environments:

- Images of children and their families and/or caregivers, as well as images of staff and their families – on walls, at learning centers, in art activities.
- Images that accurately reflect people's current daily lives in the United States, including home, work, and recreation.
- Images of children and adults representing all groups in the children's community.
- Images of all the cultural groups within the community, across the United States, and in the world.
- Images that show people of various cultural groups engaged in both similar and different activities.
- Images that reflect diversity in gender roles – women and men engaged in a variety of tasks, in and out of the home.
- Images that reflect diversity in family styles and configurations – single-parent, two-parent, and extended family homes.
- Images that reflect different body shapes and sizes.
- Images of people who reflect various physical and mental abilities.
- Images that accurately reflect diverse socioeconomic groups.

When deciding which materials to include in the classroom, reject pictures, books, or objects that reinforce stereotypes. When children are repeatedly exposed to biased representations through words and pictures, there is a danger that such distortions will become part of their thinking. It is also important not to confuse images of past ways of life of a group with the group's contemporary life or to confuse images of people's ceremonial/holiday life with their daily lives. This confusion is reflected in many materials that focus almost exclusively on "minority" group holidays.

Finding anti-bias materials that reflect many cultural groups in a nonstereotypic manner can be difficult even for schools or child-care centers with adequate budgets and access to educational materials. Consider having parents, other family members, and other members of the community donate or make materials that can be used in the classroom. Creating such an inclusive environment helps convey to children that all people are valuable.

## IMAGES

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# SECTION IV.

## Proactive Tools and Strategies To Help Children Resist Prejudice and Hate

# PROACTIVE TOOLS AND STRATEGIES TO HELP CHILDREN RESIST PREJUDICE AND HATE

## OVERVIEW

This section of the Partners Against Hate *Program Activity Guide: Helping Children Resist Bias and Hate* provides parents, educators, youth service professionals, and other adults with an overview of promising practices, programs, and activities. Approaches to creating and maintaining equitable learning environments that have been found particularly successful are outlined in "Promising Practices." "Promising Programs" are examples of school- or community-based programs that help participants learn ways to respond to conflict, appreciate diversity, and work toward common goals. Many of the programs identified exemplify those methods found to be effective in improving relations among students of different social, racial, ethnic, or religious backgrounds. The "Activities" section, which includes activities appropriate for elementary age children, reinforces concepts explored in this *Program Activity Guide*. The activities provide teachers, youth service professionals, and others working with children, with a variety of ways to help children think about cultural diversity. These activities also allow opportunities for teachers to discuss hate-motivated behavior and the responsibility of individuals to create just societies in age-appropriate ways.

## PROMISING PRACTICES

Following are some of the practices that have been found effective in restructuring schools so that they reflect an anti-bias philosophy, improve teacher and student performance, and create safe and equitable learning environments.

***Curriculum Reform:*** Many schools have restructured their curricula and their teaching techniques to include the history, culture, life experiences, and learning styles of the school community. Educators contend that such inclusion enables minority and low-income students to experience a greater sense of investment in their learning as they see themselves and their body of experiences reflected in the textbooks, lectures, class presentations, and other aspects of the school day. Such inclusiveness helps promote educational equality, since approaching teaching from multiple perspectives and tailoring the methods used in the classroom to suit different learning styles will help ensure that every child attains educational success.

***Equitable Schools and Classrooms:*** Since bias is inextricably linked to inequality, it is vital that teachers create democratic classrooms – environments where students are respected as thoughtful, participating citizens. Creating egalitarian classrooms provide students and teachers with opportunities to examine their own and others' biases, consider multiple perspectives, question the source of information, and view social action as a civic responsibility. In addition, to attain a social climate that favors equality of education, many schools have eliminated tracking and encouraged teachers to raise their expectations of students of color. Tracking in schools has been

found to limit students' chances of meeting peers from different racial backgrounds because of the overrepresentation of white, higher socioeconomic students in the upper tracks. Students in untracked schools have more positive interethnic attitudes and feel that relations between the races are better than do students in tracked schools.

***Training and Retraining Teachers:*** For schools to metamorphose into antiracist institutions, more than curricular change is required: Changing the behavior of adults, particularly teachers, is essential. Sometimes even those with the best intentions do not pick up on the subtle messages they convey to students, such as to whom they attend or how well they interact. Anti-bias teacher training must be extensive and ongoing, must address teachers' own biases, and must challenge teachers to detect and rectify biased practices in their own classroom and school. Research has shown that, in general, the predominantly white, monolingual teaching force has been poorly trained to work with culturally and linguistically diverse students. Most educational programs that feature diversity training for teachers offer it in the form of add-on courses rather than integrating it throughout the program, even though research has shown that such add-ons have little impact on teachers' classroom methods. Prospective teachers in particular must have opportunities to reflect on their own cultural vantage point, to rethink low expectations of students, to develop cultural knowledge relevant to the population they will teach, and to gain field experience in culturally diverse schools. Besides teacher certification programs, in-service training about diversity is a potential mechanism for empowering teachers.

***School Desegregation:*** Numerous longitudinal studies about the long-term ramifications of desegregated elementary and secondary education have shown positive effects on the aspirations of African-American students and on interracial relationships. As early as 1967, the U.S. Commission on Civil Rights (USCCR) found that both black and white students who attended desegregated schools were more likely to experience desegregated environments later in life. Case studies of particular communities show that in most instances the minority students who participated in court-ordered school desegregation from an early age registered modest or significant achievement gains and the white students experienced no change or slight improvements. Black students who attended desegregated schools were more likely to complete high school, to enroll in and graduate from four-year desegregated colleges, and to major in what for minority students are nontraditional subjects that lead to more remunerative jobs and professions. As adults they were more likely to live in desegregated neighborhoods, their children were more likely to attend desegregated schools, and they were more likely to have close friends of another race than were adults who attended segregated schools.

***Cooperative Learning:*** Cooperative learning is an educational strategy that groups students in small teams of four to five students of both genders and different achievement levels. The groups receive rewards and recognition based on their ability to work together to increase the academic performance of each individual member. All members must contribute and work interdependently to complete a learning task. The mentoring or peer teaching that occurs throughout the process raises the performance of lower achieving students and affirms the talents of the higher achievers. In integrated schools, this strategy is particularly valuable as a means of improving students' relationships with each other if their small teams are racially and ethnically diverse.

Traditional teaching methods, which emphasize competition and individual work, have been shown to be much less useful than cooperative approaches in promoting minority achievement and intergroup rapport. In many schools, sports and extracurricular activities are the only settings in which small groups of diverse students gather as equals on a cooperative basis. Not coincidentally, such activities have been shown to improve intergroup relations. Cooperative learning satisfies all of the situational criteria for positive intergroup contact, because it supplies the following:

- Cooperation
- Support of authorities
- Equal status among group members
- Interaction that is intimate, individualized, nonstereotypical, and interdependent – making similarities among participants salient.

Research shows consistently positive effects of this learning style on student achievement, conflict reduction, and intergroup relations. Of particular interest in the area of interrelationships, students who experience cooperative learning techniques have shown gains in friends of different backgrounds and have made more positive attributions to other groups. These gains are most consistently strong for white students in relation to African-American and Latino/a students.

***Conflict Resolution:*** Conflict resolution is a process that utilizes communication skills and creative thinking to achieve mutually agreed upon solutions. The processes include negotiation between two parties, mediation between two parties by a third party, and consensus building among a group. Because many conflict resolution programs also highlight bias awareness as an integral part of their training, they can play an important role in enhancing intergroup relations. The National Institute for Dispute Resolution (NIDR), for example, launched an effort to connect what are generally regarded as the mutually exclusive professional communities in bias awareness and conflict resolution. Such programs teach conflict resolution skills that students can use on their own rather than as part of structured mediation programs.

***Peer Mediation:*** Although peer mediation has become a popular approach to conflict resolution at many schools, it does not put as much emphasis on bias awareness as do the more diffuse skill-oriented approaches. Moreover, research is sparse on the effectiveness of such programs in reducing school violence or expanding students' racial and ethnic attitudes. To date, only anecdotal evidence commending peer or professional mediation is available – evidence that indicates positive changes in students' attitudes about conflict. More specific research is needed with a focus on school-related violence motivated by prejudice.

## PROMISING PROGRAMS

Below is a sampling of some of the promising programs in use across the country by educators, youth service professionals, and other adults in the community. These programs aim to promote understanding, civility, and respect across cultural differences and help participants learn ways to respond to conflict in creative,

**NOTE**

Parents, educators, youth service professionals, and other members of the community working with youth are invited to share information about promising programs that they would like to see added to the Partners Against Hate database. Suggested programs should provide an opportunity for young people to learn about diverse cultures or empower youth to fight hate in their schools and communities.

To suggest a program, go to www.partnersagainsthate.org/reference_center/programs/ or send an e-mail to webmaster@partnersagainsthate.org. Be sure to include contact information for the program.

nonviolent ways. Some of the programs listed are especially for use with children, others are for parents, and several others are examples of programs that have been designed for use with teachers to help them improve their effectiveness in the classroom.

An up-to-date database of these and many other programs, including the names of a contact person for each program, mailing and e-mail addresses, and telephone numbers is maintained at www.partnersagainsthate.org/reference_center/programs/. Additional programs will continue to be added to the database as they become operational and as Partners Against Hate staff becomes aware of them.

### A WORLD OF DIFFERENCE® Institute

This program started in Boston in 1985 when the Anti-Defamation League and WCVB-TV joined together to fight prejudice. Today, the A WORLD OF DIFFERENCE® Institute is an international institute with anti-bias and diversity education programs used by schools, universities, corporations, and community and law enforcement agencies throughout the United States and abroad.

### Across the Lines

Across the Lines, a program in an elementary school in Hartford, CT that has a predominately African-American population, encourages teachers to match themselves with cooperating teachers from three schools with primarily white students. Students interact via the Internet and in person at least once a month, at which time they participate in cooperative activities.

### Bridge Builders Program

In Memphis, TN, the Bridge Builders Program seeks to develop future community and business leaders who will "make decisions based on an understanding and appreciation of different cultures." The program, now in its tenth year, brings diverse groups of junior and senior high school students together over a two-year period in weekend and summer sessions to engage in dialogue, diversity training, community service, classroom work, and challenging physical activities.

### Children's Creative Response to Conflict Program (CCRC)

CCRC is a conflict resolution program for K-12 schools. CCRC emphasizes the importance of instilling a repertoire of conflict resolution skills in teachers so that they will be able to work effectively with students. One of the programs often put into place with CCRC training is peer mediation, a program where students are trained to assist in resolving disputes between fellow students.

### Civil Rights Team Project

The Maine Department of the Attorney General's Civil Rights Team Project

trains civil rights teams, groups of students, and faculty in high schools around the State to promote awareness of bias and prejudice in Maine's public high schools, middle schools, and elementary schools.

### Cradleboard Teaching Project

In 1986, a white fifth-grade teacher realized that although she had an American Indian student in her classroom, she did not have a teaching unit about this population. She asked the student's mother, who was also a teacher, to develop a Native-American unit to use in her class. What began as a 7-page unit for the fifth-grade teacher, expanded into a 43-page unit, which can be used for all grades. From this teaching unit, the Cradleboard Teaching Project was born, a program that has expanded beyond curriculum to become a mechanism through which Indian and non-Indian students from around the country can exchange ideas about their cultures.

### Interns for Peace

This community-based pairing program matches African-American and Jewish teen groups and summer camps in Brooklyn, NY. The teens receive training in intensive gardening techniques, plan their own community garden, train younger children from matched summer camps to help with the gardening, and ultimately donate their harvest to those in need. Adult mentors include graduate students from the International Center for Cooperation and Conflict Resolution and young business people interested in community service.

### Leadership for Equity, Antiracism, Diversity, and Educational Reform Program (L.E.A.D.E.R.)

L.E.A.D.E.R. was developed in 1996 by the Los Angeles County Office of Education in response to a demonstrated need to support teachers in their efforts to reform classrooms. The program supports teachers, as well as the entire educational community, in its efforts to make the needed changes to curriculum and instruction of students to encourage their empowerment. These efforts promote educational equity, justice, cultural inclusion, self-esteem, and intergroup harmony.

### Metropolitan Council for Educational Opportunity (METCO)

For the past several years in the Boston area, METCO has transferred black students from inner-city schools to nine suburban districts. With the support of their supervisors, the METCO directors in each of these districts forms a coalition to improve the academic performance of the transfer students by transforming the classrooms and schools through antiracism training. Since 1992, about 500 school personnel—including four superintendents—have participated in a semester-long antiracism course, now called Empowering Multicultural Initiatives, and about 40 have become trainers-of- teachers in this program. The aim is to put in place antiracist teaching strategies and multicultural curricula into all classrooms, whether homogeneous or racially

diverse. The program has grown into an independent nonprofit organization that offers its expertise to other school districts, private schools, and teachers-in-training through Wheelock College in Cambridge, MA.

### Multicultural Assessment Program (MAP)

The Multicultural Assessment Program (MAP), developed by the National Association of Independent Schools, is a tool to help schools and teachers gauge how thoroughly and effectively they are implementing diversity strategies and training toward achieving their goals. Schools can use MAPto judge their own multicultural programs and their overall progress. This tool has been adapted by the Multicultural Coordinating Committee (MCC) in the Cambridge, MA school district for distribution in public schools. The MCC, an advocacy and support group for teacher activists, is promoting annual self-evaluation using the adapted MAP in every school in this diverse preK-12 district.

### Operation Understanding

This yearlong program for African-American and Jewish high school juniors in the Washington, DC area includes classes, informal gatherings, local educational field trips, and a five-week trip through the Northeast and the South to visit the sites of historical importance to both groups. Participants read and converse about topics in preparation for each visit and keep journals as they travel. The last half of the year is spent in training to become spokespeople for intergroup understanding. The students invite their friends to an intensive weekend in which they practice public speaking and facilitation of topics sensitive to both groups. Finally, they begin speaking and initiating dialogue on African American-Jewish relations in their own communities.

### Parenting for Peace and Justice

This international organization provides support groups, workshops, manuals, and videos to help parents in areas such as implementing creative nonviolent discipline; understanding racism, sexism, and racism; and helping children respect diversity. Many schools organize parental workshops or discussion groups about race to complement a school's multicultural curricula.

### Project TEAMWORK

Based at Northeastern University in Boston, MA, Project TEAMWORK trains former athletes to support students in forming Human Rights Squads in secondary schools. The multiracial, mixed-gender group of athletes trains young people in conflict resolution skills, prejudice awareness, and violence reduction techniques. A Project TEAMWORK staff member, who helps the Human Rights Squad develop its own agenda, supports each school throughout the academic year. Many of the Squads also take their training to elementary schools to initiate discussion and learning about conflict and bias.

Annual forums for all participating schools in the greater Boston area provide additional support and training.

### Resolving Conflict Creatively

Resolving Conflict Creatively, a program of Educators for Social Responsibility (ESR), helps teachers learn how to create an egalitarian classroom by having them establish one of their own during a training session. Attention is given to examining teacher biases, considering multiple perspectives, questioning the source of information, and undertaking social action as a result of what has been learned.

### Seeking Harmony In Neighborhoods Everyday (SHINE)

The SHINE program began in 1995 to help the racially and ethnically diverse children of the United States learn to interact and live together without intolerance and racial prejudice. The program was established in memory of the death of Alan Rambam's mother, a teacher who had spent her career promoting cultural harmony, diversity, and nonviolence.

### Straight Talk about America

The National Conference of Community and Justice (NCCJ) offers teacher training programming and K-12 curricula to help teachers and students explore cultural diversity. One of the organization's programs, Straight Talk about America, helps students examine their attitudes about diversity and intergroup relations. The teacher's guide includes suggested discussion questions, cooperative learning activities, journal writing, and problem solving through role-playing. Program topics include similarities and differences among groups of people; group membership as an aspect of identity; stereotypes; the human and social consequences of discrimination and systems of advantage; discrimination in the media; and strategies for interrupting bias, bigotry, and racism through specific action.

### Teach for Diversity

Offered at the University of Wisconsin–Madison, Teach for Diversity prepares teachers-in-training for work in culturally diverse elementary schools by integrating diversity issues into every aspect of their teacher preparation. The program provides prospective teachers with the ability to recognize and affirm different perspectives and interests within the classroom and helps them to examine the underlying assumptions of teaching methodology and expectations. The program also allows opportunities for

**Suggested Resource**

**Teaching Tolerance**, published twice a year by the Southern Poverty Law Center, includes articles and other information about promising programs and resources to teach children about diversity and to encourage them to engage in social action. This resource, which is free-of-charge to all educators, can be ordered by contacting the Southern Poverty Law Center at 400 Washington Ave., Montgomery, AL 36104.

Web site:
www.teachingtolerance.org

prospective teachers to participate in discussions about school policies, curricular decisions, and school governance issues as they relate to cultural diversity issues.

## ACTIVITIES

The activities that follow reinforce the concepts discussed throughout the *Program Activity Guide* and are appropriate for use with elementary age children and, in many cases, preschool children. Teachers and other youth service professionals will find these activities helpful as they encourage children to think about and discuss the following important ideas:

- Recognizing the similarities and differences among people.
- Acknowledging the uniqueness of each individual.
- Appreciating cultural diversity.
- Considering the harmful effects of prejudice, stereotyping, and hate-motivated behavior.
- Understanding each person's role in creating fair and respectful communities.

**NOTE**

The terms "children" and "students" are used interchangeably throughout these activities, as the activities are appropriate for use in a variety of settings, including classrooms, afterschool programs, early learning centers, and youth service programs.

Teachers and other adults working with children are encouraged to use as many of the activities in this *Program Activity Guide* as possible to ensure that all of the key concepts outlined above are covered. It is also important that teachers and youth service professionals integrate these kinds of activities into existing curricula, thereby helping children understand that appreciating diversity and speaking out against prejudice and hate are not separate from other learning. Additional books, kits, and guides that include activities to use with young children can be found in "Resources for Educators and Youth Service Professionals" at the end of this *Program Activity Guide*.

## ACTIVITY #1: "HURT NO LIVING THING"

### Goal:

*To encourage kindness toward living things as a means of introducing the idea of treating all people with respect.*

### Materials:

One or more copies of "Hurt No Living Thing" by Christina Rossetti

### Process:

Read the poem aloud to students. Invite them to replace the author's choices of "living things" with their own. Use the poem to generate a discussion about the way people and animals would like to be treated. Next, have the students generate a list of actions that hurt others and a list of alternatives to those behaviors. Close by having students write a poem similar to the one they just heard that includes things that the author did not, or have students draw a picture of the living things that they would like to see treated with kindness. Display the poems and pictures around the room.

**"Hurt No Living Thing"**

Hurt no living thing;
Ladybird nor butterfly
Nor moth with dusty wing.
Nor cricket chirping cheerily,
Nor grasshopper so light of leap
Nor dancing gnat, nor beetle fat
Nor harmless worms that creep.

– Christina Rossetti

**NOTE. As this poem was written more than 75 years ago, it is in the public domain and can be reproduced without permission.**

## ACTIVITY #2: CHILDREN DREAM

### Goal:

*To help children visualize the world as it is and envision how it could be.*

### Materials:

Poems from *My Wish for Tomorrow: Words and Pictures from Children around the World,* one sheet of writing paper per student

### Process:

Read the poems by Lauren Kimberly Pye and Eduardo Blanco or read other poems from the same collection. Explain that children from around the world wrote these poems in answer to the question "If I were granted one wish to make the world a better place, what would it be?" After students have listened to the poems, have them write their own poems answering the same question. Have each child read his or her poem to the group.

A new world
A blue world
A sea world
A happy world
A laughing world
It's getting too late.

– Lauren Kimberly Pye, Age 8
United States

A clean world.
A world with peace.
A fun world.
That everyone can be free.
That all this shall become true.

– Eduardo Blanco, Age 11
Argentina

© 1995. **From *My Wish for Tomorrow: Words and Pictures from Children around the World.* Reprinted by permission of Tambourine Books.**

## ACTIVITY #3: FRIENDSHIP

### Goal:

*To explore the idea of friendship through poetry and art.*

### Materials:

One or more copies of the Nikki Giovanni poem "two friends," construction paper, art supplies

### Process:

Write out or read the poem "two friends" by Nikki Giovanni. Have the children draw or paint their interpretations of the poem. Post their interpretations around the classroom and conduct a whole-group discussion about friendship.

**"two friends"**

lydia and shirley have
two pierced ears and
two bare ones
five pigtails
two pairs of sneakers
two berets
two smiles
one necklace
one bracelet
lots of stripes and
one good friendship

– Nikki Giovanni

© 1973. From *Ego-Tripping and Other Poems for Young People* by Nikki Giovanni. Reprinted by permission of Chicago Review Press.

## ACTIVITY #4: "JASON'S WISH"

### Goal:

*To explain the beauty and purpose of diversity among human beings.*

### Materials:

One or more copies of "Jason's Wish," one sheet of writing or drawing paper per child, art supplies

### Process:

After reading the poem aloud, provide an opportunity for children to share their ideas about how the world would be if everyone were exactly the same. Invite children to illustrate the poem and write a response to it.

**"Jason's Wish"**

Jason was angry as he took out his bike.
Why is everyone different? Why can't we all be alike?
He sat by the river and he tossed in his line.
If people were like me, it would be mighty fine.

All of a sudden he caught a strange fish.
It said, "Let me go, and I'll give you your wish."
Jason headed for home, and he said, "Outta sight!
If everyone's like me it'll be all right!"

He saw his mom; she looked just like him.
And so did his dad and his sister Kim.
At first he thought, "This is really neat!
With a team full of me's we can't ever be beat."

He headed for school at a full speed run.
"Boy what a day, will this ever be fun!"
He called to a classmate, "Say, what's up today?"
But since all thought alike, there was nothing to say.

He left for a movie with plenty of time.
But everyone went so there was quite a line.

He looked for his friends who he wanted to see.
But all looked alike, so which could they be?

Well, after awhile, he shouted, "No More!
One of me is fine but a hundred's a bore!
There are differences in beauty, I now understand.
And the beauty of differences makes this a wonderful land."

© 1979. From *Rainbow ABC's Curriculum Supplement.* Reprinted by permission of Seattle Public School District #1, Seattle, WA.

## ACTIVITY #5: COLOR POEMS

### Goal:

*To sharpen children's awareness of color while honing their oral, verbal, and memorization skills.*

### Materials:

One pocket chart (poster-size tag board with clear pockets for inserting sentence strips) and a roll of sentence strips [NOTE: Both items are available at most educational supply stores.]

### Process:

Use the three poems "Yellow," "All the Bright Colors," and "Green Jewels," to talk about color words and to discuss ways that people use color to describe things, as well as for memorization, recitation, and rhyming. Write the poems on sentence strips for use with pocket charts. Have children write and illustrate their own poems about color and display them around the room.

**"Yellow"**

Green is go,
and red is stop,
and yellow is peaches
with cream on top.

Earth is brown,
and blue is sky;
yellow looks well
on a butterfly.

Clouds are white,
black, pink or mocha
yellow's a dish
of tapioca.

– David McCord

© 1974. From *Away and Ago: Rhymes of the Never Was and Always Is* by David McCord. Reprinted by permission of Little, Brown and Company.

**"All the Bright Colors"**

Happy, happy colors
Colors of carrots and peas
Red the color of red balloons
Green of grasses and trees
Gray the color of winter skies
Purple of tropical seas
Blue the color of concord grapes
Yellow the stripes of bees
Happy happy colors
Colors of autumn leaves.

– Margaret Wise Brown

© 1993. From *Under the Sun and the Moon: And Other Poems* by Margaret Wise Brown. Reprinted by permission of Hyperion Books.

**"Green Jewels"**

Suppose all the children
In the world turned green,
Green eyes, green hair, green color!
Speaking in green voices everywhere;
The trees would be their mothers,
Summer would be their fathers,
And every night before they go to sleep
A black-eyed fairy will reap
Raindrops from their dreams
To keep them fresh and clean.

– Faustin Charles

© 1994. From *A Caribbean Dozen*, edited by John Agard and Grace Nichols. Reprinted by permission of Walker Books Ltd., London. Published in the U.S. by Candlewick Press, Inc., Cambridge, MA.

## ACTIVITY #6: WORLD BAZAAR

### Goal:

*To provide opportunities for children to acquire knowledge about a variety of cultures.*

### Materials:

Items from a particular country or culture and travel books from the library about that country or culture [Optional: cameras and film or disposable cameras]

### Process:

Choose a particular country, for example, Japan or Morocco, and help acquaint children with as many aspects about that country as possible. If choosing Japan, for example, children could learn how to bow to each other in the customary Japanese fashion, conduct a traditional tea ceremony, draw pictures of cherry blossoms, or pretend to climb Mount Fuji. To learn about Morocco, children could pretend to worship at a mosque or set up a bustling market or bazaar with fruits, vegetables, clothing, toys, and goods from that country. Travel books can be used to offer a wealth of information about local habits, customs, and historical points of interest. Those living in large cities can visit neighborhoods such as Chinatown or Little Italy so students can hear the sounds, smell the scents, mingle with the people, and observe some of the images of that particular culture. Children can create a picture file or bulletin board with photographs of outdoor markets, places of worship, or other themes from around the world based on their experiences.

## ACTIVITY #7: ACT IT OUT!

### Goal:

*To reinforce story ideas about different cultures by dramatizing them.*

### Materials:

A variety of art supplies, costumes, props

### Process:

After reading a story about people or families from different cultures, dramatize them using props, such as masks, that the children can make themselves. Recommended stories can be found in "Recommended Titles for Children" at the end of this *Program Activity Guide*.

## ACTIVITY #8: DRAMA AREA

### Goal:

*To broaden awareness of other cultures while staging imaginative performances.*

### Materials:

A variety of costumes and props

### Process:

**NOTE**

Clean all props thoroughly before children use them, and make sure they are washed regularly.

Prepare a dress-up or play-acting area of the classroom to use for dramatic performances. Stock a wide variety of props, equipment, clothing, utensils, furniture, household linens, etc. in the area. Aim to include a variety of things from the same general category so children will expand their understanding of how people from a variety of cultures or parts of the world use different things in similar ways. For example, for the general category of shoes, include sports shoes, work boots, shoes with cleats, ballet slippers, prosthetic shoes, slippers, high heels, tap shoes, moccasins, sandals, clogs, huaraches, and snow shoes. For the general category of hair accessories, include wigs, hats, barrettes, ribbons, rubber bands, combs, picks, synthetic braids, beads, and brushes. As children read stories, plays, and poems with multicultural themes have them perform the events they read about using the props available to them. For titles of multicultural plays, poems, and books for children refer to the "Resources for Educators and Youth Service Professionals" and "Recommended Titles for Children" at the end of this *Program Activity Guide*.

## ACTIVITY #9: PARENT STORIES

### Goal:

*To invite parents to share their unique perspectives and customs with the class.*

### Materials:

None

### Process:

Invite parents and other family members and caregivers to visit the classroom to tell a personal story about their family or to share something about their cultural heritage. For example, parents can share a variety of artifacts, prepare sample foods, wear traditional clothing, play music, or share other items that help bring their heritage to life. Whenever possible, have parents and other family members contribute to areas of study that children are exploring. For example, if children are studying a unit in science, invite parents who are working in that field to share information about their work with the class.

## ACTIVITY #10: CONNECTIONS

### Goal:

*To kindle children's excitement about communicating with, and learning about, their peers in the United States and around the world.*

### Materials:

Letter-writing materials (paper or stationery, pencils or pens, envelopes, stamps, etc.) or access to the Internet

### Process:

Have students write class letters, draw pictures, or exchange photographs with children in other parts of the United States or in other parts of the world. Prepare a bulletin board where the children can post responses or pictures that they receive from their pen pals. To find out more about classroom-exchange or pen pal programs, contact one of the following organizations:

Global School Net Foundation
info@gsn.org

Creative Connections
creative.cn@aol.com

World Pen Pals
www.world-pen-pals.com

ePals
www.epals.com

## ACTIVITY #11: FAMILY AFFAIR

### Goal:

*To help children acquire knowledge about their family histories, cultures, and traditions.*

### Materials:

Six sheets of paper per student, construction paper in assorted colors, assorted art supplies, hole punch, ribbon or yarn

### Process:

Working with parents or other family members, have each child create a "This Is My Family" booklet. Using one sheet of paper per topic, have students illustrate and write about each of the following topics:

- The history of our family name
- The people in our family
- Things our family does together
- Special days our family celebrates
- Special places my family has visited or hopes to visit
- Our family's favorite trip or vacation

After writing each section, have children illustrate a cover for the booklet using construction paper and assorted art supplies. Assemble the book by punching holes in the side or top of the book and tying it together using yarn or ribbon.

## ACTIVITY #12: SING-ALONG

### Goal:

*To use children's natural affinity for music as an opportunity to explore the world's languages and traditions.*

### Materials:

Music-related books, tapes, or CD's that include music from a variety of cultures and from different parts of the world, world map

### Process:

Obtain music from different cultures and have students learn the lyrics to the songs or help them learn to play simple instruments to the songs' rhythms. As children learn songs from various countries, have them find those places on a world map.

**NOTE**

Art Resources for Teachers and Students, Inc. (ARTS), 134 Henry Street, New York, NY 10002 (212-962-8231) is a good source for multicultural music.

## ACTIVITY #13: WE'VE GOT RHYTHM!

### Goal:

*To help children express themselves through rhythms, sounds, and instruments from diverse cultures.*

### Materials:

Bells, sticks, wooden blocks, drums, maracas, tambourines, or other percussive instruments

### Process:

Introduce children to music from various cultures. As they listen to the music invite them to join into the rhythm using a variety of percussive instruments. Expand this activity by helping students explore some of the world's most common instruments. Bells, for example, are found the world over, yet each region manufactures its bells from different materials – clay in Mexico, wood in Indonesia, copper in Africa, brass in India. These variations give the bells different shapes and tones. Let children rap lightly against a clay pot or brick, a piece of wood, and objects or pieces of metal such as copper, brass, and steel and then have them discuss the differences in tone and sound.

## ACTIVITY #14: THE WHOLE WORLD IS SINGING

### Goal:

*To introduce children to music from diverse cultures and vocabulary in different languages.*

### Materials:

Sing-along tapes or other appropriate sheet music

### Process:

Use sheet music, tapes, recordings, or simple repetition of phrases to help children memorize such songs as "Sur le Pont D'Avignon," "Tête Épaules Genoux et Pieds," "Des Colores," or "Day-o." Encourage children to act out the words as a technique to help them learn and remember what the words mean.

## ACTIVITY #15: HOLIDAY CONCERT FOR ONE AND ALL

### Goal:

*To instill respect for global spiritual traditions and to celebrate common bonds.*

### Materials:

Holiday songs from different traditions

### Process:

Help students learn a collection of songs from different religious and spiritual traditions such as Christmas, Kwanzaa, Hanukkah, and Divali. If music from a variety of traditions is difficult to find, contact parents and ask if they can contribute songs from their own traditions. Invite parents and other students to attend a holiday concert in the classroom, gym, auditorium, or multipurpose room. End the performance with an upbeat song like "Simple Gifts," "Let There Be Peace on Earth," "It's a Small World," or another favorite song that emphasizes love, joy, peace, or all-inclusiveness instead of a specific religious tradition. If your school or center has a music teacher, work together to stage the concert or work with other classes or the entire school.

## ACTIVITY #16: MIRROR, MIRROR

### Goal:

*To explore how humans interact and mimic each other by allowing children to assume the role of both leader and follower.*

### Materials:

Live or recorded music, a percussive instrument

### Process:

Divide the whole group into smaller groups of three or four children. Identify a leader for each group. Instruct the leaders to perform a series of movements for the group members to follow. To make the task more complex, assign each group member a body part, such as hands, head, or legs. The members of each group face the same direction as the leader of their group and mimic only the actions that include that body part. The result resembles a symphony, with each section performing its own individual theme while simultaneously contributing to the performance of the whole ensemble. Play live or recorded music, and use a signal such as a bell, claps, or taps of a stick on the floor to signal a change in leader.

## ACTIVITY #17: REVERSE MUSICAL CHAIRS

### Goal:

*To let children know that they can turn exclusive situations into inclusive ones.*

### Materials:

Enough chairs to seat every student but one, music that can be stopped abruptly (e.g., tape, piano, radio)

### Process:

Place chairs in a circle with one less chair than there are students in the group. Play music as the children circle around the chairs. When the music stops, instruct every child to find a seat. Then instruct students to figure out a way to seat the extra person that the traditional musical chairs game would exclude. At the end of each "round," remove another chair from the circle. The goal of this activity is for children to find creative ways to allow everyone to sit, even as the chairs are being taken away. Children can sit on one another's laps, stand on the rungs under chairs, or squeeze next to someone else on the same chair seat.

## ACTIVITY #18: PIÑATA PARTY

### Goal:

*To play a traditional game beloved by children in Latin-America.*

### Materials:

One piñata, strong tape or a hook to affix the piñata to the ceiling, individually wrapped candies, pennies, and other festive trinkets with which to stuff the piñata, an opaque, oblong scarf or strip of fabric to cover the children's eyes, a long, sturdy stick

### Process:

**NOTE**

Make sure that other children stay well away to avoid getting poked or hit.

Prepare and securely suspend the piñata in advance of this activity. When children enter the room, explain that a piñata is one of a Latin-American child's most eagerly awaited pleasures at birthday parties and at Christmas. Tell the children that in the Latin-American tradition, each child will have his or her eyes covered and will be steered toward the piñata and allowed to take a swing at it with a stick to see if he or she can break it. Cover the first contestant's eyes and point him or her toward the piñata. Permit each child one swing. Once the piñata bursts, make sure all children have an opportunity to retrieve some of the treats that fall out. As a follow-up activity, invite children to draw pictures of their piñata party or of celebrations that are part of their cultures.

## ACTIVITY #19: CUMULATIVE CRITTERS

### Goal:

*To work together to create amusing, unlikely beings that also serve as images of diversity.*

### Materials:

One 12" x 18" piece of paper (8" x 11" will also work) per student, colored pencils or crayons

### Process:

Have each student fold his or her piece of paper in half from the bottom or top, and then in half again from the same direction (for a total of four sections). Have each child draw a head on the first section. Then have them fold their section under and pass the paper to the next person. That person draws the shoulders and torso on the second part of the paper without seeing the first. Fold that section under and pass the paper again. The next child draws the legs on the third section of the paper, folds and passes it to the fourth child, who draws the feet on the last section (all without knowing what the first three sections are). Pass the paper for the last time and open it up to discover what has been created. Have children share their creations with one another.

**NOTE**

Don't expect realistic representations, as the finished products are often highly imaginative. Often parts of the body do not even match up because there can be a lot of space left between the paper folds.

**Activities #1 - #19 adapted from *All Together Now!* © 1999, Washington, DC: Leadership Conference Education Fund. All rights reserved.**

## ACTIVITY #20: WHAT IS PREJUDICE?

### Goal:

*To help children understand the harmful effects of judging people or things without adequate knowledge.*

### Materials:

Two small boxes, a non-edible treat, newspaper, string, wrapping paper and ribbon, dirt/soil

### Process:

Put a non-edible treat in a box and wrap it crudely with newspaper and old string. Fill another box that is similar in size with dirt/soil so that it weighs approximately the same amount and wrap it attractively. Place the boxes on a table where students will notice them. Tell the children that they may choose one of the boxes as a gift for the class. The other one is to be kept by the teacher. Have students vote on which of the boxes they want. Have one of the children open the box that they have chosen while you open the other box. Have a discussion about the contents of each box and whether children were surprised by the contents of each. Put the box with dirt in it on display with a sign that reads "prejudice." Have a whole-group discussion using some or all of the following questions:

- Why did you choose the gift that you did?
- Now that you have seen the gift, what do you think of your choice?
- Did you think you could tell what was inside the box by the way it looked on the outside?
- What do you think "prejudice" means?
- Do you sometimes have opinions or feelings about people based on the way they look, what they wear, or other characteristics? Share an example.
- Would you like others to judge you based on the way you look, what you wear, the color of your skin, or on other characteristics? Why or why not?

**NOTE**

Define prejudice as prejudging or making a decision about a person or group of people without sufficient knowledge.

## ACTIVITY #21: DISLIKE VS. PREJUDICE

### Goal:

*To help children understand the difference between disliking someone and being prejudiced.*

### Materials:

None

### Process:

Have students act out the following scenarios:

***Scenario #1***

Tom: I don't like Ellen!

Jim: Why?

Tom: She gets angry and orders people around when we won't play a game the way she wants to. Yesterday, she called Ann a "big fat pig" because she wanted different rules.

Jim: Oh, she doesn't mean anything. She's just kidding around.

Tom: I don't care. I still don't want to play with her.

***Scenario #2***

Karen: Carol, do you want to go play with Susan?
Carol: No, I don't like her.
Karen: Why not?
Carol: I just don't.
Karen: Come on, Carol, why don't you want to play with her?
Carol: Well, I heard she hangs around with those Bloom kids. You know what they are like.

After students have heard the scenarios, have them consider which of the scenarios is an example of prejudice and which is an example of dislike. Help them understand that it is natural to have preferences and dislikes. If they meet a person who is unkind, it is natural that they will not feel very good about playing with that person again. However, saying that all boys or girls that look like that particular person or who know that person are also mean would be prejudging them. After discussing the difference between prejudice and dislike, have students work in small groups to develop their own scenarios that show the difference between these two ideas. Have groups act out their scenarios for the rest of the class.

## ACTIVITY #22: STEREOTYPING

### Goal:

*Children will be introduced to the concept of stereotyping.*

### Materials:

One sheet of paper per student and a pencil or crayons

### Process:

Have the children close their eyes and picture in their minds an African-American (Native-American, Asian-American, Latino/a, person with a disability, fat person, old person, Catholic, Mormon, Jew, etc.). Have each student draw the images that came to mind on a sheet of paper. Have the children share their drawings with the group and discuss where they learned about African-Americans (or whatever group was selected). Explain to the children that the images that come to mind might influence the way they act toward all people from this group.

Have a whole-group discussion where students share other examples of stereotyping, and then have students consider the following questions:

- Is stereotyping fair? Why or why not?
- How are individuals who are stereotyped hurt by it?
- How are those doing the stereotyping hurting themselves?
- What kinds of things can everyone do to avoid stereotyping?

**NOTE**

Make an effort to select a group not represented in the class so that students are not hurt by the stereotypes that are likely to surface.

## ACTIVITY #23: PREJUDICE

### Goal:

*To reinforce the concept that stereotyping and prejudice are hurtful behaviors.*

### Materials:

None

### Process:

Read the story below. Follow with a whole-group discussion using the questions that follow.

**"The New Girl"**

Georgia was depressed. There was a new girl in class and she had just been asked by her teacher to show the new girl around for a few days and introduce her to other kids. Usually Georgia would think it was great to help the teacher show someone around, but this girl was different. Paula was "a creep." She had stringy hair and she wore awful clothes. Her pants were too short and it looked like she had on a boy's old shirt. If this wasn't enough, at lunch Paula asked if the school had a free lunch program. Georgia was embarrassed to be seen with this girl. She didn't think Paula belonged at her school. She just didn't fit in.. After school she would have to talk to her parents about what to do. Maybe she could get out of helping Paula.

### Discussion Questions:

- Why did Georgia think that Paula didn't fit in?
- Why do you think Georgia was ashamed to be seen with Paula?
- Is it important to get to know people before you make judgments about them? Explain your thinking.
- What are some things that Georgia could do to help Paula not feel left out? What would be the benefit to Georgia? What would be the benefit to Paula?
- What do you think Georgia's parents should tell her?
- Is this story an example of prejudice? Why or why not?



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## ACTIVITY #24: GENDER STEREOTYPES

### Goal:

*To help students consider how gender stereotypes are both unfair and limiting for all people.*

### Materials:

Paper and pencils, chart paper and markers

### Process:

In small groups have students create a list of qualities that they believe describe or characterize men and women. After the groups have completed their lists, create a composite list of the descriptors on a piece of chart paper.

Example:

MEN

strong
work on cars
like sports
fix things

WOMEN

cook
like to shop
look in mirrors
cry easily

After the class list has been compiled, explain that these are examples of stereotypes, or overgeneralizations, about a group of people without regard to individual differences. Continue the discussion by asking students to consider the following questions:

- Are the descriptors on this list true of all women and men?
- Can some of the descriptions of men also be true of women? Can some of the descriptions of women also describe men? Give examples.
- Do you think that it is ever accurate to say that *all* men or *all* women do a particular thing? What would be a better word to use in place of *all*? (e.g., some)
- How is stereotyping unfair to the person or group being stereotyped?
- How does stereotyping keep us from learning more about people?

**Activities #20 - #24 adapted from *Teacher They Called Me A_____!* by Deborah Byrnes. © 1994. New York, NY: Anti-Defamation League. All rights reserved.**

## ACTIVITY #25: SAME AND DIFFERENT

### Goal:

*To introduce children to the concept of diversity.*

### Materials:

Pictures cut out of magazines of various objects (e.g., flowers, cars, houses) and pictures of people of different genders, races, sizes, etc., children's books or recordings that reinforce the concept of differences

### Process:

Begin this activity by having the children sit in a circle with their feet outstretched. Have them sit close enough so that their feet touch. Ask the children to look in the middle of the circle and tell what they see. Have them discuss some or all of the following questions:

- Is everyone wearing shoes today?
- Why do we wear shoes?
- Do we all wear shoes for the same reason? What do we mean by the word "same?"
- Is everyone wearing the same color shoes? What color shoes do you see?
- Is everyone wearing the same kind of shoes? What kind of shoes do you see?
- Does everyone have the same size shoes?
- What are some other ways that our shoes are the same?
- What are some other ways that our shoes are different? What do we mean by the word "different?"

Continue by showing the children pictures of other things that are essentially the same but which can look different, for example, pictures of various flowers, cars, or houses. End with pictures of people who represent diverse age groups, sizes, colors, and so forth. As the pictures are shown, have the children tell what is the same and what is different about the objects or people. Have children look at one another and tell what is the same about everyone in the group (e.g., they are all children, they are all sitting on the floor). Then ask the children to look around the group and tell about any differences they see (e.g., some are boys and some are girls, some children have long hair and some have short hair). Ask the children if they think it is a good thing that there are some things about them that are the same and some things that are different. Ask them what they think it would be like if everyone looked exactly the same.

## ACTIVITY # 26: THE VALUE OF DIFFERENCES

### Goal:

*To provide an opportunity for children to explore the value of differences.*

### Materials:

A copy of the story "Too Many Daves" from *The Sneetches and Other Stories* by Dr. Seuss, 5" x 10" strips of colored paper with first name printed in bold letters (one for each child), crayons, string, hole punch

### Process:

Begin this activity by having the children sit in a circle. Go around the circle and have each child say his/her name loud enough for everyone to hear. Ask the children to think about what it would be like if everyone in the group had the same name. Tell the group that you are going to read them a story about a mother who named all her children "Dave." Ask them to listen for some problems she had because of this. Read the story "Too Many Daves" from *The Sneetches and Other Stories* by Dr. Seuss. After reading the story, ask the children some or all of the following questions:

- How many children were named "Dave" in this story? (count the children in the picture)
- Why did the mother name all her children "Dave?"
- What were some of the problems the mother had because her children all had the same name?
- What did the mother mean when she said, "That wasn't a smart thing to do?"
- How would you feel if everyone in your family had the same name?
- What might happen if everyone in this class had the same name? [NOTE: Acknowledge that there may be several children in the class, school, or center with the same name.]
- Besides different names, what are some other ways that we are different from one another in this class?

End this activity by giving each child a 5" x 10" piece of construction paper with his/her name clearly written in large letters. Have children decorate their nametags. Upon completion, punch holes in each side and attach a string so children can wear their nametags around their necks. Ask children to share their decorated nametags with others. Talk about the importance of calling everyone by his or her name. Have children practice pronouncing each other's names. Post nametags in a designated place so children can use them again.

**Activities #25 and #26 reprinted from *Activity Kit for Building Community in the Preschool Classroom (Pilot Edition)*. © 2000. New York, NY: Anti-Defamation League. All rights reserved.**

## ACTIVITY #27: LOSING SOMETHING IMPORTANT

### Goal:

*To provide an opportunity for students to think about losing something important and to develop empathy for those who have suffered because of hateful acts.*

### Materials:

Drawing paper, markers, crayons, colored pencils

### Process:

Have students draw a picture of something that is very important to them. The picture could be of their home, their place of worship, their school, or anything else that is very special in their lives. Discourage children from drawing pictures of people. Allow students ample time to make their pictures as detailed and elaborate as they want. After all pictures have been completed, have students share what they drew with the whole group. After all pictures have been shared, have the students place the pictures in a pile in the front of the room. Tell the students you are now going to tear all of their pictures up. Explore how it feels to know that something that they have worked hard to "build" will now be destroyed. Ask them if they think this is fair. Investigate how destroying their pictures would be similar to destroying anything that people and communities have worked hard to build. Close by telling the children that you are really not going to destroy the pictures but rather display them around the room as a reminder of how all people have places and things in their lives that are special and no one has the right to destroy them.

## ACTIVITY #28: BALANCING THE GOOD AND THE BAD

### Goal:

*To give children an opportunity to investigate some of the bad and hateful things that happen in society as well as good or helpful things that people do to fight hate.*

### Materials:

Construction paper (two colors), markers, tape

### Process:

Using two different colors, cut enough 8 1/2" x 11" construction paper in half so that half the class will have one color (color A) and the other half will have another color (color B). Those given color A will list things that hurt people and communities on their pieces of paper. The students given color B will list things that help people and communities on their pieces of paper. After students have had ample time to complete their lists, have students pair up (a color A and a color B) and share their lists. Tape the two pieces of paper together. Display the papers around the room. Have students share their thoughts and feelings about this activity.

**Activities #27 and #28 reprinted from *An American Testament: Letters to the Burned Churches (Discussion Guide)*. © 1996. New York, NY: Anti-Defamation League. All rights reserved.**

# SECTION V.

# Guidelines for Intervention and Outreach

# GUIDELINES FOR INTERVENTION AND OUTREACH

## OVERVIEW

Partners Against Hate is dedicated to helping children learn to appreciate and respect diversity and to resist prejudice and hate-motivated violence. Therefore, much of the focus of Partners Against Hate is on prevention – stopping hate behavior before it begins. This is best accomplished by providing teachers, parents, and other community leaders with strategies and tools for creating environments that foster respect and positive attitudes toward diversity. This particular section of the Partners Against Hate *Program Activity Guide: Helping Children Resist Bias and Hate*, however, not only provides additional information on creating a safe environment for all students, but also identifies guidelines for intervention and outreach in the event that bias or hate-related behavior does occur, especially in the school setting.

## THE RESPONSIBILITY OF SCHOOL PERSONNEL

It cannot be stressed enough how important it is to remember that while it is essential to respond both quickly and thoughtfully to incidents of hate speech, or any acts of hate-related violence, it is a mistake to treat each incident as an isolated event. When acts of bias or hate, from bias-motivated speech to vandalism, are committed in a school setting, it is critical that all stakeholders – parents, teachers, students, administrators, and others in the community – look closely at the environment in which the action has taken place. If a school community does not take a clear stand against expressions of prejudice, acknowledge the presence and accomplishments of all people, and support a curriculum that reflects the contributions of, and problems encountered by, the range of diverse populations in the United States and in the world, then it is likely that the atmosphere is either overtly or covertly sanctioning bigotry.

Schools must have policies and procedures in place to cover a wide range of contingencies, including such things as fire and weather emergencies. It is also important that schools be prepared for bias or hate incidents should they occur. To be prepared means that all school personnel are familiar with the school or district's policy on bias incidents and hate crimes and know exactly how they are to handle such situations. School administrators should also be knowledgeable about State laws regarding school vandalism, bullying, and hate crimes. If a school policy is not in place, or if it is vague or incomplete, then a better policy should be developed. In addition, the school principal will ideally have a good working relationship with the local police department. Most departments have at least one officer who specializes in work with juveniles. Some may have an officer who is familiar with hate crimes. A good working relationship with the police department allows them to be used as a resource not only when problems occur but also when plans on effective ways to address problems, if and when they do arise, are being developed.

Another key area of responsibility for school personnel is communicating effectively with parents. At the beginning of the school year parents should be advised about the

school policy on bias incidents and hate-motivated behavior. They should also know that the school has instituted a "zero-tolerance" policy when it comes to such behaviors. Communicate this information in a letter home to parents, at PTA meetings and parent/teacher conferences, and in school newsletters. Also inform parents and families about ways that the school will integrate anti-bias teaching into the curriculum, engage students in discussions about diversity, and assist students in learning nonviolent responses to conflict. Making parents partners in this endeavor from the start can be very helpful should a hate-related incident occur.

While working cooperatively with parents and families is the ideal, it is also a reality that discussions about prejudice, racism, bigotry, bias, and hate-motivated behavior can provoke controversy. Some parents and other family members may not like certain topics discussed in school, or they may have their own deeply rooted biases against particular groups of people. It is important that parents clearly understand that the goal of all of the policies and procedures put into place is to ensure a safe environment where all students can learn and succeed, and it is the responsibility of administrators, teachers, and other school personnel to enforce those policies.

Modeling fair and nonviolent behavior is also the responsibility of every member of the school community. Children observe how adults interact with one another and with students. They are also keenly aware of what adults deem important. If teachers and other school personnel do not intervene when someone engages in name-calling, inappropriate teasing, bullying, or harassment, children are sent a powerful message that such actions are sanctioned. When it comes to prejudice, doing nothing does not make the problem disappear; it makes the problem much worse.

## DEVELOPMENTAL CHALLENGES OF YOUNG CHILDREN

Most overt expressions of hate take place in middle or high school, but that does not mean they are not occurring in elementary school as well. As in the upper grades, most of these events take place not in the classroom but in the larger school environment – playgrounds, cafeterias, hallways, gyms – places where children tend to be less closely supervised. However, even very young children may use degrading language or engage in other inappropriate behavior in the classroom. Often a child is merely repeating what he or she has heard at home or in the community, but it is still important that when such incidents occur they are viewed as "teachable moments."

Children's attitudes toward the similarities and differences among people begin to form long before they enter school. They learn how to treat other people from their parents and families, the media, and from their communities. However, for many children, entering school is often their first opportunity to actually interact with people who are visibly different from them or who hold beliefs that are different from their own. During this time, school can play an important role in shaping how children think and feel about the world. Therefore, it is important that children be provided with opportunities to learn about themselves and others and to understand their role in creating fair and respectful communities.

Children develop at different rates, so describing child development across the board must be thought of as a generalization that may or may not apply to specific children at specific times in their lives. However, when thinking about how to intervene in

response to bias-motivated behavior, it is important to at least have a sense of how a child's development might be affecting his or her actions. Such an understanding will help determine the most effective means of helping children make meaning of their actions and the actions of others.

The early elementary school years are a time of great transition for children. This time period is marked by the following shifts:

- There is a shift in focus from family to peers.
- Friendships and finding a place in a group are becoming increasingly more important.
- There is an increased ability to consider someone else's point of view.
- Older siblings and acquaintances become more influential in their lives.
- Television and other media become a strong influence, especially in the very early grades when children tend to believe what they see.
- Abstractions are difficult to comprehend for the early elementary age child; older elementary age children begin to develop the ability to move from the concrete to the abstract.
- Children in kindergarten or first grade may still believe in the power of wishes and magical thinking; by second and third grades, children understand the difference between fantasy and reality.
- Differences among people are apparent and children are beginning to absorb societal judgements about these differences.

Keeping these developmental turning points in mind when working with elementary age children on difficult topics like prejudice and hate can prove very useful. Providing information and responding to situations in a way that is age-appropriate is likely to have a lasting impact and will serve as a foundation for future work on similar issues.

## FREQUENTLY ASKED QUESTIONS

The following questions reflect real life issues, incidents, and concerns faced by elementary school teachers and administrators in their attempt to respond effectively to bias and hate-motivated behavior in their schools or classrooms.

***The kids in my fourth grade class are calling each other "retards." There aren't any children who are developmentally disabled in my class, but there are in other classrooms. What can I do?***

First and foremost, the children in your class need to know that you do not approve of their actions. Not speaking out in such a situation sends the message that you do not think the subject is worthy of attention, or worse, that you condone the action. Even if no individual is in immediate danger of being hurt by children's name-calling, it is essential that they know that their behavior is harmful. Time should be spent helping children understand that the old children's rhyme, "sticks and stones will

break my bones, but names will never hurt me," is not true. Words do hurt people and any name that belittles or demeans any population of people dehumanizes them. It would also be useful to have a discussion about terms like "retard" and to give children accurate information about mental and physical disabilities. With fourth graders, who are well on their way to being able to think in abstractions, a discussion about the power of language and the concept of dehumanization would also be appropriate.

It does not matter what group is the target of hate speech; whenever children use hateful speech it is the responsibility of adults to make it clear that this language will not be tolerated. Make it clear to students and their families from the beginning of the school year that you will not allow name-calling in your classroom. Explain the thinking behind "zero tolerance" when it comes to prejudice. Your appropriate and timely intervention is critical in establishing a safe environment where all students can succeed.

## *Did You Know?*

The Center for the Prevention of Hate Violence (CPHV) notes that hate speech threatening violence has increased over the years. In the article, "Sticks and Stones" (*Educational Leadership*, Dec. 2000/Jan. 2001), CPHV Director, Stephen Wessler, identifies the terrible consequences for students living with the fear of violence that is generated by "degrading words, by degrading symbols and words based on race, ethnicity, gender, and sexual orientation." In many cases, students refrain from telling adults about these incidents because they are afraid of reprisals, or that the harassment will intensify. Being alone and isolated with that burden intensifies students' fears. According to CPHV, such intense fear as a result of harassment can lead to declining grades, lack of ability to concentrate, as well as physical and emotional problems including weight loss, sleep disorders, anxiety, and depression.

***I'm a fifth grade teacher in a racially diverse classroom. This year I have a boy in my class whose family recently emigrated from Russia. He's the only new immigrant out of a class of 22 students. Two of the biggest kids in the class tease him constantly about his accent and because he speaks little English. The other day when he came back from recess, he was crying, but he wouldn't tell me what happened. I'm worried that things are going to get worse. What should I do?***

There are actually several things in this scenario that need to be addressed. The first is the emotional, and if left unchecked, perhaps physical, harm to the target of this unfair and bias-motivated behavior. This student needs to know that he hasn't done anything wrong. Helping this child see that there are caring adults who value and appreciate him can go a long way toward helping his self-esteem, which is most likely very fragile. Other adults in the school also need to be

## *Suggested Resource*

In *Bully No More: Stopping the Abuse* (© 1999 Unger Productions), host Ruby Unger talks with a wide range of young people who share their thoughts about bullying, discussing ways to keep from being a target of bullies while practicing techniques to stop bullies. *Bully No More* is available from AIMS Multimedia, 9710 DeSoto Ave., Chatsworth, CA 91311-4409.

Web site:
www.aims-multimedia.com



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alerted to the situation so they can be helpful.

Secondly, there must be intervention with the children who are harassing and bullying this student, which is why a whole-school bullying policy needs to be in place. Perhaps these students would benefit from talking with a counselor or participating in a series of role-playing exercises and related activities that help them learn other methods of interaction besides bullying.

To be proactive, it would also be helpful to talk with the class about immigration and languages. Unless you have Native-Americans in your class, most of the children have ancestors who came here from other countries. You could have students participate in a map activity that shows which countries everyone's parents, grandparents, or other ancestors emigrated from and then discuss what languages family members spoke when they arrived in the United States.

***One of the few Latino families in our school report that their third grader is afraid to come to school because these fifth boys call him a "spic" and a "stupid Puerto Rican" and threaten to beat him up. Now the teachers and the school administration are divided about what to do about it. Some of us want to call the police and others see it as a school problem and do not want to involve outside authorities. What's the right thing to do?***

The decision to involve the police is not always as clear as many of us would like. If the threats were coming from second graders, or kindergarten children you might want to handle it solely by working with the parents and children involved. However, fifth grade boys are capable of inflicting serious harm, especially on a younger, more vulnerable child.

In this case, involving the police would send an important message to the family of the boy being threatened. It conveys to them that your school takes safety and bias-motivated threats seriously. It also sends the same message to the children who are doing the harassing – telling them not just that your school doesn't tolerate this kind of behavior, but that it is actually against the law. For many fifth graders, and their parents, a visit from the police may be intimidating in a way the school authorities are not, and may be enough to stop the harassment.

Keep in mind while resolving this conflict that calling or not calling the police is only part of the picture. The target of this behavior needs support. He needs to know that he is a valued member of the school community. In addition, time should be spent examining the overall school environment to determine what may or may not be in place that is reinforcing such behavior.

***Someone has repeatedly written "nigger" on the bathroom walls of our school. It's usually in chalk or washable marker. Is this a hate crime? Should we call the police?***

The children in your school need to understand that it is wrong to write any kind of racial slur anywhere. However, if the writing is in washable marker or chalk and can be easily erased, it is not considered a hate crime. It may be hard to get the police involved in an incident of washable graffiti on a bathroom wall. However, if a good working relationship has been established with local law enforcement then they will

## NOTE

When doing this kind of exercise, it is important to clearly differentiate between immigration and the experience of Africans who were brought here involuntarily as slaves. You might also talk to your students about the experience of Asians brought to this country as "temporary workers" and Hispanics whose homeland was acquired through U.S. annexation.

most likely want to be alerted to the incident and offer their assistance to keep such incidents from reoccurring.

It is a good idea to take a picture of the graffiti in case the behavior continues, but as soon as possible, wash the wall to remove the hurtful language. Leaving language that demeans any group of people visible for any length of time is demoralizing to the group targeted and can poison the atmosphere of the school.

Encourage children to report graffiti that they see in the school to an adult. Also use the situation to talk with students about everyone's responsibility to fight hate. Help students understand that helping to remove hateful words, pictures, or symbols from areas in and around their school is an important way that they can act against bias and hate. It also sends a message to the perpetrators of bias-motivated behavior that everyone does not share their thinking.

***Someone painted swastikas and wrote "death to the Jews" on the front of our school building. A lot of the teachers wanted to clean it off immediately, but our school principal wouldn't let us. It was so painful to see the kids walk into that school – especially the Jewish kids. What should we do? Is this a hate crime?***

Defacing a public building with racial threats is a hate crime and must be investigated by local law enforcement authorities. Until the graffiti can be removed permanently, however, it is a good idea to cover the words and symbols with some kind of temporary covering as quickly as possible. Letting such violent, hate-filled threats remain visible on school property can be terrifying for the targeted population. It also sanctions the message and contributes to an atmosphere that tolerates bigotry and could lead to violence.

In addition to identifying and punishing the perpetrator(s) of this hate crime under applicable laws, it is important to address the feelings of the intended targets and of the community as a whole. These can be accomplished in a variety of ways:

- Send a letter to all families in the community telling them about the incident and outlining the school's response.
- Invite parents and families to come to the school to talk about issues of racism, prejudice, and diversity as they affect children.
- Reach out to the families of the children who were targeted by the graffiti, particularly if they are a minority in the school. This outreach would be most effective if initiated by both a school official and law enforcement authority, as parents of victims will most likely have questions about protection, but will also want to know how the school is handling the situation.

How you help the students who are targeted by graffiti depends on several factors, including their ages, their numbers, and the preferences expressed by both them and their families. Many students would probably prefer not be singled out any further than they already have been. At a minimum, they should be provided with an opportunity to talk with a school counselor or administrator about their feelings following the incident.

This does not mean, however, that there is no discussion about what has happened. Not having honest, open discussions when events like this happen, opens the door to rumors, exaggerations, and blaming. It is important for all students to know that hate-related graffiti harms everyone, not just its intended victims, and that it is a crime. Either in a school assembly, or through visits to individual classrooms, it is important to talk about ways that the school is responding to the incident and to restore a sense of safety.

**Suggested Resource**

Encourage students to learn about children and adults who have taken action in their schools and communities to resolve conflicts, promote diversity, or help others by visiting The Giraffe Project at www.giraffe.org. The Giraffe Project, an organization that encourages children and adults to "stick their necks out" in order to make the world a better place, can also be reached at P.O. Box 759, 197 Second Street, Langley, WA 98260. Telephone: 360-221-7989.

In addition to talking about what happened, it might be helpful to mobilize the school community to take positive action. Taking such actions will counter the feelings of helplessness and vulnerability that often follow a hate incident. Students and others in the community can join together to clean up graffiti in the school or in other public buildings. Students can create posters or collages that celebrate diversity or that reflect the diverse populations represented in the school and in the community at large for display in the school.

***One of the girls in my kindergarten class is constantly taunting the one African-American child in our class. She calls him "dirty" and has even pushed him down. His parents are furious. When I talk to her parents they say that they don't think "colored" should be allowed in the school. What should I do?***

It is understandable that the boy's parents are furious; all parents want their children to be safe and have an opportunity to grow and learn in a healthy environment. It's up to you and the school administration to keep this child safe from both physical and emotional harm. Let both him and his parents know everything that is being done to remedy this situation.

While kindergarten children have more trouble controlling their impulses than older children, it is important for your students to know in no uncertain terms that pushing and calling someone "dirty" is unacceptable behavior. You will also have to talk with the girl's parents, who should be told by you and by your school principal that, while they are entitled to their own opinions, in your school all students and teachers must be safe from physical harm and treated with respect. Let them know that you will not tolerate racist language or physical violence. You might also let them know that, if their daughter were older she could be subject to criminal prosecution for assault.

**Suggested Resource**

"What to Do...When Kids Are Mean to Your Child" by Elin McCoy (Pleasantville, NY: Reader's Digest, 1997), gives parents tips on how to help their children deal with teasing, name-calling, and bullying. Also included is guidance on when and how parents should involve school officials.

Situations like this reinforce the need for children from diverse cultural backgrounds to have opportunities to work together collaboratively and to learn more about one another. While it is never a guarantee that

diversity awareness and anti-bias education will prevent children from internalizing the stereotypes and prejudices that they are exposed to from family members, peers, the community, and the media, it does at least provide them with alternative ways of thinking about people who are different from themselves.

## THE ROLE OF LAW ENFORCEMENT

As the first line of response when a youth-initiated hate crime occurs, law enforcement has a critical role to play. A swift and efficient response by police officers and investigators can send a strong message to potential offenders and potential victims alike that communities are committed to combating hate crimes and hate incidents. This in turn can help stabilize a community once an incident occurs, as well as facilitate victim recovery. While law enforcement leaders can contribute a great deal to stopping the spread of bias-related crime, their efforts must be complemented by strong collaboration with community organizations and residents, schools, families, and a host of public agencies all dedicated to creating a safe community for children.

In 1998, in response to the rise in hate crimes in America, the International Association of Chiefs of Police (IACP) held a Hate Crime in America Summit. This summit attracted over 100 police executives, community leaders, activists, scholars, and judicial system practitioners. By the conclusion of the summit, the IACP had produced several strategic recommendations for law enforcement agencies in preventing hate crime. Some of the key recommendations included:

- Increase public awareness about hate crimes.
- Focus public attention on issues of prejudice, intolerance, and the ways that hate crime affect community vitality and safety.
- Raise awareness of the goals and activities of organized hate groups.
- Develop national, regional, and/or State task forces to understand and counter the influence of organized hate groups.
- Provide every student and teacher the opportunity to participate in hate crime prevention courses and activities.
- Involve parents in efforts to prevent and intervene against bias-motivated behavior of their children.

A complete description of the IACP recommendations for preventing hate crime can be found in an IACP January 1999 publication entitled "Hate Crime In America." They may also be viewed at http://theiacp.org/pubinfo/Research/HateAmer.htm.

The following resources provide law enforcement officials with information on hate crime response:

The Department of Justice (DOJ) National Hate Crime Training Initiative is a comprehensive curriculum for training police officers on responding to and investigating potential hate crimes. DOJ has trained a group of professionals in every State to present these courses. For more information on the availability of this training

by State, call the U.S. Department of Justice Response Center at 1-800-421-6770.

*Responding to Hate Crimes: A Police Officer's Guide to Investigation and Prevention* was developed by the IACP. This resource actually contains two separate tools: (1) a 12-page booklet outlining effective responses and investigations of hate crimes, and (2) a pocket guide to hate crimes that is designed to be placed under a visor, in an officer's pocket, or on a clipboard. A copy of the guide is available by calling 1-800-THE-IACP.

## U.S. DEPARTMENT OF EDUCATION RESOURCES

In addition to the many resources identified throughout the *Program Activity Guide*, the U.S. Department of Education has several resources available on youth hate crime and related topics. The following Department of Education resources are available via the Internet and can be accessed using the URL provided.

*Preventing Youth Hate Crime: A Manual for Schools and Communities*
www.ed.gov/pubs/HateCrime/page1.html

*Bullying in Schools: Educational Resource Information Center Digest*
www.ed.gov/databases/ERIC_Digests/ed407154.html

*Annual Report on School Safety, 1998 Model Programs: Bullying*
www.ed.gov/pubs/AnnSchoolRept98/bullying.html

*Trends in Peace Education. Educational Resource Information Center Digest*
www.ed.gov/databases/ERIC_Digests/ed417123.html

*Preventing Violence by Elementary School Children. ERIC/CUE Digest, No. 149*
www.ed.gov/databases/ERIC_Digests/ed436902.html

*Implementing an Anti-Bias Curriculum in Early Childhood Classrooms*
www.ed.gov/databases/ERIC_Digests/ed351146.html

# SECTION VI.

## Bibliographies

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# RESOURCES FOR PERSONAL AND PROFESSIONAL DEVELOPMENT

The list of materials below reinforces the thinking expressed in the Partners Against Hate *Program Activity Guide: Helping Children Resist Bias and Hate* about the need for adults to participate in their own personal journey of discovery on issues of diversity, bias, and hate behavior. Films are identified with a ☛ symbol. All other titles refer to print material.

☛ ABC-Prime Time Live. 1992. *True Colors.* New York, NY: American Broadcasting Company, Inc.

*ABC News correspondent Diane Sawyer leads a team of discrimination testers undercover to get a first-hand look at racism.*

☛ ABC-Prime Time Live. 1993. *The Fairer Sex?* New York, NY: American Broadcasting Company, Inc.

*In an effort to more fully understand gender bias, ABC News correspondent Chris Wallace conducts an experiment about attitudes toward women and the consequences in both their business and personal lives.*

☛ ABC-Prime Time Live. 1994. *Age and Attitude.* New York, NY: American Broadcasting Company, Inc.

*ABC News correspondent Diane Sawyer leads a team of discrimination testers undercover to get a first-hand look at age discrimination.*

Allport, G.W. 1979. *The Nature of Prejudice.* Reading, MA: Addison-Wesley.

*Originally published in 1954, this book, which has attained the status of a classic, explains the roots and nature of prejudice and discrimination.*

☛ Alston, M. 1997. *Family Name.* Brooklyn, NY: First Run/Icarus Films.

*In this documentary focusing on race relations, Alston travels throughout Durham, North Carolina to find people who share his family name and eventually discovers that he descends from one of the largest slave-owning families in North Carolina.*

Berger, M. 1999. *White Lies: Race and the Myths of Whiteness.* New York, NY: Farrar, Straus & Giroux.

*This book includes autobiographical vignettes and anecdotes by black and white Americans on how people from each group perceive the other and on the subtleties of modern racism.*

☛ Choy, C., and Tajima, R. 1989. *Who Killed Vincent Chin?* New York, NY: Film Makers Library.

*This documentary examines the 1982 beating death of Vincent Chin by two autoworkers in Detroit.*

Clark, C., and O'Donnell, J., eds. 1999. *Becoming and Unbecoming White: Owning and Disowning a Racial Identity.* Westport, CT: Greenwood Publishing Group, Inc.

*This collection of stories reveals the*

*history of racism in the United States over a 50-year period beginning in the late 1930's and continuing into the early 1980's.*

- Dupre, J. 1998. *Out of the Past.* New York, NY: Gay, Lesbian, and Straight Education Network.

  *This video profiles figures from nearly 400 years of American history while following one young woman as she struggles to start a gay-straight alliance in her public high school.*

- Guggenheim, C. 1995. *The Shadow of Hate: A History of Intolerance in America.* Montgomery, AL: Teaching Tolerance.

  *This documentary spans three centuries and examines this country's ongoing struggle to live up to its ideals of liberty, equality, and justice for all.*

- Guggenheim, C. 1992. *A Time for Justice: America's Civil Rights Movement.* Montgomery, AL: Teaching Tolerance.

  *This documentary recalls the crisis in Montgomery, Little Rock, Birmingham, and Selma through the stories of individuals who risked their lives for freedom and equality.*

Hartman, C., ed. 1997. *Double Exposure.* Armonk, NJ: M.E. Sharpe Publishing.

*This book, which includes a foreword by Bill Bradley, explores the story of poverty and race in America.*

Kivel, P. 1996. *Uprooting Racism: How White People Can Work for Racial Justice.* Philadelphia, PA: New Society Publishers.

*Without attack or rhetoric, the author discusses the dynamics of racism in society, institutions, and in people's everyday lives and shares suggestions, advice, exercises, and approaches for people to work against racism.*

- Leppzer, R. 1992. *Columbus Didn't Discover Us.* Wendell, MA: Turning Tide Productions.

  *This documentary reveals the impact of the Columbus legacy on the lives of indigenous peoples.*

Loewen, J.W. 1995. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong.* New York, NY: Simon & Schuster.

*This book is more than just the recounting of fallacies of history; it provides information about ways that social issues have been misreported and ideas misrepresented.*

- O'Neill, P., and Miller, R. 1995. *Not in Our Town.* Oakland, CA: The Working Group.

  *The story of the people of Billings, Montana, who worked together to fight bigotry following a series of hate crimes in their community.*

- Onwurah, N.1998. *Coffee-colored Children.* New York, NY: Women Make Movies.

  *This film captures the pain of racial harassment and the internalized effects of racism that children of mixed racial heritage often face.*

- Rosenstein, J. 1997. *In Whose Honor? American Indian Mascots in Sports.* Hohokus, NJ: New Day Films.

  *This film looks at issues of racism, stereotypes, and the representation of Native-American people in sports and the powerful effects of mass-media imagery.*

Sears, J.T., and Williams, W.L., eds. 1997. *Overcoming Heterosexism and Homophobia: Strategies that Work.* New York, NY: Columbia University Press.

*Providing strategies that can be adopted by educators, counselors, and community activists, the contributors discuss role-playing exercises, suggestions for beginning a dialogue, methods of "coming out" effectively to family members and coworkers, and outlines for workshops.*

Shrank, J. 1995. *The Unbiased Mind.* Lake Zurich, IL: Learning Seed Company.

*This video shows how people adopt thinking habits that make it possible to function in a complex work, but also explains how these habits lead to biased and prejudiced thinking.*

Snitow, A., Kaufman, D., and Scott, B. 1997. *Blacks & Jews.* San Francisco, CA: California Newsreel.

*This film, made collaboratively by black and Jewish filmmakers, goes behind the headlines and rhetoric as activists from both groups examine the stereotypes and key conflicts that have caused misunderstanding and mistrust.*

Takaki, R.T. 1994. *A Different Mirror: A History of Multicultural America.* Boston, MA: Little, Brown and Company.

*From its colonization to the Los Angeles riots, this book recounts the history of America from a multicultural point of view, while detailing the involvement and achievements of the non-Anglo participants who helped create it.*

Tatum, B.D. 1997. *Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations about Race.* New York, NY: Basic Books.

*Through anecdotes, excerpts from research, and essays written by college students, Tatum presents evidence that suggests that we must all examine our racial identities – whatever they are – if true social change is to take place.*

Telushkin, J. 1996. *Words That Hurt; Words That Heal.* New York, NY: William Morrow & Company.

*This book draws attention to the subtleties of speech, its power to hurt as well as its power to heal and inspire.*

Wah, L.M. 1994. *The Color of Fear.* Oakland, CA: Stir Fry Seminars and Consulting.

*Eight North American men of diverse backgrounds gather under the direction of seminar leader Lee Mun Wah to discuss racism. In emotional and often heated exchanges, the participants challenge the privileged status of white Americans and recount their anguished experiences with discrimination.*

Zinn, H. 1995. *A People's History of the United States.* 2d ed. New York, NY: HarperCollins.

*This book chronicles United States history from 1492 through 1992 from the point of view of those whose voices have been omitted from most histories.*

Additional videos that explore issues like those addressed in the *Program Activity Guide* are available through National Video Resources, a nonprofit organization whose mission is to build audiences for documentaries and other independent films. Contact National Video Resources at ViewingRace@nvr.org or call 212-274-1782 for a copy of their catalog.

# RESOURCES FOR EDUCATORS AND YOUTH SERVICE PROFESSIONALS

The resources listed below are just a sampling of the many multicultural and anti-bias materials available for elementary teachers and youth service professionals to use when working with children. Additional titles included in this listing provide educators with practical suggestions for creating equitable classrooms and provide insight into some of the issues confronting youth today. Films are identified with a ● symbol. All other titles refer to print material.

Ada, A.F. 1991. *Dias de Poesia: Developing Literacy through Poetry and Folklore.* Carmel, CA: Hampton-Brown Books.

*This resource includes poetry, songs, games, and crafts for use throughout the year.*

*All Together Now!* 1999. Washington, DC: Leadership Conference Education Fund.

*Designed for preschool, kindergarten, and first grade classrooms, this guide, which includes a CD-ROM, provides activities to help children participate in a multicultural society.*

● *American Cultures for Children.* 1997. Wynnewood, PA: Schlessinger Video Productions.

*Hosted by Phylicia Rashad, this 12-volume set of heritage videos for grades K-4 includes stories, poetry, simple songs, and other activities from many countries and parts of the world.*

Banks, J.A. 1999. *An Introduction to Multicultural Education, 2d ed.* Des Moines, IA: Allyn & Bacon/Longwood Division

*This brief text provides readers with a succinct, comprehensive overview of multicultural education and what it means for classroom teaching.*

Barches, S.I. 2000. *Multicultural Folktales: Readers Theatre for Elementary Students.* Englewood, CO: Teacher Ideas Press.

*Based on popular folktales from more than 30 countries, this collection provides scripts and guidelines to help children enjoy learning about other cultures.*

Barnes, T. 1999. *The Kingfisher Book of Religions.* New York, NY: Larousse Kingfisher Chambers.

*This reference will help teachers explain religious beliefs, festivals, and ceremonies to their students using vivid text and photographs.*

*Basic Signing Vocabulary Cards.* 1998. Eugene, OR: Garlic Press.

*These materials help young children understand the basics of American Sign Language.*

Beane, A.L. 1999. *The Bully Free Classroom: Over 100 Tips and Strategies for Teachers K-8.* Minneapolis, MN: Free Spirit Publishing.

*Included in this book are prevention and intervention strategies for*

*teachers, activities for students, tips for parents, and a listing of additional print and nonprint resources.*

Bisson, J. 1997. *Celebrate! An Anti-Bias Guide to Enjoying Holidays in Early Childhood Programs.* St. Paul, MN: Redleaf Press.

*This text explains the roles that holidays play in the lives of children and also explores both the problems with approaches to handling holidays that can be seen in current curriculum, offering practical, more effective approaches to the topic.*

☛ *Both of My Moms' Names Are Judy: Children of Lesbians and Gays Speak Out.* 1994. San Francisco, CA: Lesbian and Gay Parents Association.

*This video, which was produced as part of an in-service training for elementary school educators and administrators, presents a diverse group of children (ages 7-11) who speak candidly about having lesbian and gay parents.*

Braxton, B. 1998. Math around the World. White Plains, NY: Cuisenaire/ Dale Seymour Publications.

*This cross-cultural, cross-curricular unit sets mathematics within a multicultural context through the use of games and problem-solving challenges from around the world.*

Byrnes, D. 1994. *Teacher, They Called Me A _____!* New York, NY: Anti-Defamation League.

*This book includes activities to help children understand and respect differences and appreciate cultural diversity.*

Chandler, P. 1994. *A Place for Me: Including Children with Special Needs in Early Care and Education Settings.* Washington, DC: National Association for the Education of Young Children.

*This book gives teachers and other caregivers strong encouragement and practical help to meet the challenges involved in making inclusion work.*

☛ Chasnoff, D., and Cohen, H. 1997. *It's Elementary: Talking about Gay Issues in Schools.* San Francisco, CA: Women's Educational Media.

*Featuring footage of children in first through eighth grade classrooms across the country, this film depicts educators addressing lesbian and gay issues with students in age-appropriate ways.*

Cortes, C.E. 2000. *The Children Are Watching: How the Media Teach About Diversity.* Williston, VT: Teachers College Press.

*This resource includes research-based responses to multicultural representations in the mass media and suggests specific programs for integrating media literacy into the curriculum.*

Degaetano, Y., Williams, L.R., and Volk, D. 1998. *Kaleidoscope: A Multicultural Approach for the Primary School Classroom.* Upper Saddle River, NJ: Prentice Hall.

*This book includes an overview of children's development from a multicultural perspective, guidelines for preparing a learning environment that reflects a variety of cultures, information about language development, and integrated learning activities.*

Derman-Sparks, L., and the A.B.C. Task Force. 1989. *Anti-Bias Curriculum: Tools for Empowering Young Children.* Washington, DC: National Association for the Education of Young Children.

*This book provides educators with developmental information about children. Also included are sample activities and resources that promote critical thinking.*

Derman-Sparks, L., and Brunson-Phillips, C. 1997. *Teaching/Learning Anti-Racism.* New York, NY: Teachers College Press.

*This text offers a guide to the development of antiracist identity, awareness, and behavior. By integrating methodology and course content descriptions with student writings and analyses of students' growth, the book highlights the interaction between teaching and learning.*

*Friends Who Care' Teacher's Kit.* 1990. Chicago, IL: Easter Seals.

*The activities in this kit help children build new images and attitudes about people with disabilities.*

Frosche, M. 1998. *Quit It! A Teacher's Guide on Teasing and Bullying for Use with Students in Grades K-3.* New York, NY: Educational Equity Concepts; Wellesley, MA: Center for Research on Women; Washington, DC: NEA Professional Library.

*Ten lessons, class discussions, role-playing activities, exercises, and connections to children's literature help children understand the difference between teasing and bullying.*

Gainer, C. 1998. *I'm Like You, You're Like Me: A Child's Book about Understanding and Celebrating Each Other.* Minneapolis, MN: Free Spirit Publishing.

*A companion to the children's picture book, "I'm Like You, You're Like Me," this leader's guide includes lessons, follow-up tips, and suggestions on helping children respect diversity.*

Garrity, C., Jens, K., Porter, W., Sager, N., and Short-Camilli, C. 2000. *Bully-proofing Your Elementary School, 2d ed.* Longmont, CO: Sopris West.

*This book includes a step-by-step guide for teachers who want to implement and maintain a bully-proofing program in their elementary schools. The book covers staff training, student instruction, victim support, intervention methods, and development of a caring climate.*

Grant, C.A., and Sleeter, C.E. 1998. *Turning on Learning: Five Approaches for Multicultural Teaching Plans for Race, Class, Gender, and Disability, 2d ed.* Upper Saddle River, NJ: Prentice Hall.

*This is a guide for teachers to use when adapting a traditional curriculum to incorporate a multicultural focus. Included are explanations of teaching approaches, action research activities, and lesson plans for a variety of subject areas and grade levels.*

Gregory, V.L., Stauffer, M.H.K., and Keene, T.W. 1999. *Multicultural Resources on the Internet: The United States and Canada.* Englewood, CO: Libraries Unlimited.

*This resource is a compendium of Web sites dedicated to various ethnic groups, with each chapter including sites on topics like culture, religion, science, and literature.*

*Go In and Out the Window: An Illustrated Songbook for Young People.* 1987. New York, NY: The Metropolitan Museum of Art and Henry Holt and Company.

*This resource includes over 60 songs of childhood, side by side with art spanning thousands of years and many cultures.*

Grant, C.A., and Ladson-Billings, G., eds. 1997. *Dictionary of Multicultural Education.* Phoenix, AZ: Oryx Press.

*This comprehensive resource includes the history and present-day definitions of terms and movements associated with multicultural education.*

Hawley, W.D., and Jackson, A.W., eds. 1995. *Toward a Common Destiny: Improving Race and Ethnic Relations in America.* San Francisco: Jossey-Bass.

*This four-part book includes essays and articles from many of the leaders in the fields of intergroup relations and multicultural education. Of particular interest to educators are the chapters on changing students' racial attitudes.*

Lee, E., Menkart, D., and Okazawa-Rey, D., eds. 1998. *Beyond Heroes and Holidays: APractical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development.* Washington, DC: Network of Educators on the Americas.

*This resource is a compilation of readings, lessons, and activities designed to address racism and other forms of oppression.*

Linn, S. 1995. *Different and the Same.* Pittsburgh, PA: Family Communications, Inc.

*Set in a school environment, these nine 15-minute videos use animal puppets to highlight such themes as stereotyping, friendship, exclusion, and speaking out against prejudice.*

Mahoney, J. 1985. *Teach Me, Teach Me More, and Teach Me Even More.* Minnetonka, MN: Teach Me Tapes, Inc.

*These language tapes, which combine simple songs and easy phrases, are good for teaching children how to say the same thing in many languages, since the companion book for each tape uses identical illustrations.*

McCormick, T. 1991. *Prejudice: A Big Word for a Little Kid.* St. Paul, MN: KSTP-Television.

*This video explores how prejudice and bias are learned and perpetrated: in one segment of the video children discuss the ways that prejudice manifests itself in their lives.*

McCracken, J. 1993. *Valuing Diversity: The Primary Years.* Washington, DC: National Association for the Education of Young Children.

*This book contains ideas for supporting children's self-esteem and self-respect, respecting individual and group differences, teaching children to resolve conflicts, and encouraging cooperation.*

Milford, S. 1992. *Hands around the World: 365 Creative Ways to Build Cultural Awareness and Global Respect.* Charlotte, VT: Williamson Publishing.

*This resource includes activities and crafts from around the world.*

Molin, P.F., Beamer, Y., Hirschfelder, A.B., and Wakim, Y. 1999. *American Indian Stereotypes in the World of Children.* Blue Ridge Summit, PA: Rowman Littlefield.

*This resource will help educators consider the multitude of myths about Native-American cultures and common images in need of accurate portrayal.*

The Mosaic Youth Center Board of Directors with J. Griffin-Wiesner. 2001. *Step by Step! A Young Person's Guide to Positive Community Change.* Minneapolis, MN: Search Institute.

*This step-by-step guide to improving communities stresses the importance of youth leadership.*

*Myself and Others.* 1994. Newton, MA: Education Development Center.

*In this K-1 science unit, children explore similarities and differences between themselves and others, including height, hand size and shape, skin color, and other characteristics.*

Noriega, F., Barton, P., and Danska, D. n.d. *Names Can Really Hurt Us.* New York, NY: WCBS-TV.

*Teenagers in an ethnically diverse urban middle school talk about their painful experiences as victims of bigotry and also reveal their own prejudices and stereotypes.*

Paley, V.G. 1989. *White Teacher.* Cambridge, MA: Harvard University Press.

*This book is an introspective account of a kindergarten teacher's experience coming to terms with issues of race in her classroom.*

Porro, B. 1996. *Talk It Out: Conflict Resolution in the Elementary Classroom.* Alexandria, VA: Association for Supervision and Curriculum Development.

*The author tells how she worked with her students over the course of a school year to teach them how to resolve their conflicts nonviolently.*

Rodriguez, S. 1999. *Culture Smart! Ready-to-Use Slides and Activities for Teaching Multicultural Appreciation Through Art.* Paramus, NJ: Prentice Hall.

*This kit includes color slides, photographs of professional and student work, handouts, and teacher directions to help students gain experience in a variety of media, all within the context of cultural traditions.*

Rosenberg, M.B. 1999. *With Nonviolent Communication: A Language of Compassion.* Del Mar, CA: Puddle Dancer Press.

*This book will help teachers, counselors, and students learn new verbal skills that promote empathy and help prevent misunderstanding and violence.*

Salzar, D., and Ferguson, L.W. 1986. *Behind the Mask.* New York, NY: Anti-Defamation League.

*Using artwork created by children and a script based on their perceptions of the world around them, this video is an exploration of the uniqueness of each individual as well as the similarities of all people.*

Shapiro, A., and Grodner, A. 1999. *The Truth about Hate.* Chatsworth, CA: AIMS Multimedia.

*In this film, teenagers come face to face with their own racism, ethnic hatred, religious hatred, and sexual discrimination.*

Smith, C., Hendricks, C.M., and Bennett, B.S. 1997. *Growing, Growing Strong: A Whole Health Curriculum for Young Children.* St. Paul, MN: Redleaf Press.

*This early childhood curriculum includes ideas and activities that encourage children's curiosity about themselves, others, and the world around them.*

*Starting Small: Teaching Tolerance in Preschool and the Early Grades.* 1997. Montgomery, AL: Teaching Tolerance.

*This resource kit, which includes both a text and video, is designed to prepare educators to teach tolerance to young children. Appropriate for either staff development programs or individual self-education, this resource includes instructional skills and strategies.*

Tertell, E.A., Klein, S.M., and Jewett, J.L., eds. 1998. *When Teachers Reflect: Journeys toward Effective, Inclusive Practice.* Washington, DC: National Association for the Education of Young Children.

*Teachers from a variety of settings tell stories of their own movement toward inclusive, developmentally appropriate teaching practices.*

Whitney, T. 1999. *Kids Like Us: Using Persona Dolls in the Classroom.* St. Paul, MN: Redleaf Press.

*This book helps educators teach about diversity through the creative use of persona dolls and storytelling. Included are a step-by-step guide, planning sheets, and additional resources.*

York, S. 1991. *Roots and Wings: Affirming Culture in Early Childhood Programs.* St. Paul, MN: Redleaf Press.

*In this book of more than 60 hands-on activities, teachers are given practical suggestions on ways to shape positive attitudes about cultural diversity.*

York, S. 1998. *Big as Life: The Everyday Inclusive Classroom.* St. Paul: MN: Redleaf Press.

*This comprehensive curriculum includes ideas for centers, resources, and other practical suggestions.*

# RESOURCES FOR PARENTS AND FAMILIES

The following list includes resources on a variety of topics of interest to parents and families, including parenting techniques for raising caring, unbiased children. Also included are titles that specifically address ways that parents can help their children after they have been exposed to hate violence, including acts of terrorism.

Arnow, J. 1995. *Teaching Peace: How to Raise Children to Live in Harmony – Without Fear, Without Prejudice, Without Violence.* New York, NY: Perigee Books.

*In this hands-on guide, the author explains to parents how to prevent prejudice and conflict while teaching children the importance of respecting all people.*

Brohl, K. 1996. *Working With Traumatized Children: A Handbook for Healing.* Washington, DC: Child Welfare League of America.

*This handbook discusses the mind-body connection between a terrifying experience and a child's adaptive coping mechanisms.*

Brooks, B.A., and Siegel, P.M. 1996. *The Scared Child: Helping Kids Overcome Traumatic Events.* New York, NY: John Wiley & Sons.

*This accessible guide begins by introducing the concept of trauma and its effects on people. The second section consists of a four-step debriefing process parents can use to help children cope with a traumatic event.*

Bullard, S. 1996. *Teaching Tolerance: Raising Open-Minded, Empathetic Children.* New York, NY: Doubleday.

*This is a guide for parents on ways to examine their own attitudes about diversity and foster tolerance and unbiased attitudes in their children.*

Clark, R., Hawkins, D., and Vachon, B. 1999. *The School-Savvy Parent: 365 Insider Tips to Help You Help Your Child.* Minneapolis, MN: Free Spirit Publishing.

*This easy-to-use resource includes practical suggestions on ways parents can help make their children's school experiences positive.*

Cohn, J. 1996. *Raising Compassionate, Courageous Children in a Violent World.* Atlanta, GA: Longstreet Press.

*This book includes stories of children, parents, families, and communities overcoming fear and apathy to help others. Also included are research-based parenting techniques for fostering caring, helpful children.*

Cress, J.N., and Berlowe, B. 1995. *Peaceful Parenting in a Violent World.* Minneapolis, MN: Perspective Publications.

*This resource includes practical tips for parents on modeling nonviolent responses to conflict and disciplining children in a positive manner.*

Mathias, B., and French, M.A. 1996. *40 Ways to Raise a Nonracist Child.* New York, NY: HarperCollins.

*Divided into five age-related sections,*

*ranging from preschool to the teenage years, this book provides helpful and practical ways parents can teach their children to value fairness and equity by modeling these principles themselves in their daily lives.*

Reddy, M. 1994. *Crossing the Color Line: Race, Parenting, and Culture.* New Brunswick, NJ: Rutgers University Press.

*Moving from memoir to theory, to literary analysis, to interviews with friends, the author shares her thoughts and experiences raising black children in a predominately white society.*

Reddy, M. 1998. *Everyday Acts Against Racism: Raising Children in a Multicultural World.* Seattle, WA: Seal Press.

*The 20 essays in this book, written by women of various cultural backgrounds, provide practical suggestions for teaching children how to oppose racism.*

Stern-LaRosa, C., and Bettmann, E.H. 2000. *Hate Hurts: How Children Learn and Unlearn Prejudice.* New York, NY: Scholastic.

*A guide for parents, other caregivers, teachers, and children with advice for adults about helping children who have been targeted by hate and about raising and educating children to be respectful and caring citizens.*

*What to Tell Your Children about Prejudice and Discrimination.* 1997. New York, NY and Chicago, IL: Anti-Defamation League and the National Parent Teacher's Association.

*This pamphlet, available in either English or Spanish, gives practical suggestions for parents to help their children appreciate diversity.*

# RECOMMENDED TITLES FOR CHILDREN

The books listed below reinforce the themes addressed throughout the Partners Against Hate *Program Activity Guide: Helping Children Resist Bias and Hate*. All titles are appropriate for young children. This list is only a sampling of the many excellent multicultural, anti-bias titles available; it is by no means comprehensive. Adults are urged to visit their local libraries or contact the Web sites identified at the end of this bibliography for additional age-appropriate materials.


Adoff, A. 1987. *All the Colors of the Race*. New York, NY: William Morrow & Co.

*This is a collection of poems written from the point of view of a child with a black mother and white father.*

Adoff, A. 1999 (Revised from 1973). *Black Is Brown Is Tan*. New York, NY: HarperCollins. .

*Poetry and pictures tell the experiences of a racially mixed family.*

Agard, J., and Nichols, G., eds. 1994. *A Caribbean Dozen: Poems from Caribbean Poets*. Cambridge, MA: Candlewick Press.

*This collection of poems includes the poem "Green Jewels."*

Agassi, M. 2000. *Hands Are Not for Hitting*. Minneapolis, MN: Free Spirit Publishing.

*This book shows children the many positive ways that people can use their hands.*

Asch, F., and Vagin, V. 1989. *Here Comes the Cat!/Cyuda Idyot Kot!* New York, NY: Scholastic.

*This is a story, written in English and Russian, for very young children about friendship, overcoming fears, and accepting differences.*

Aylette, J. 1980. *Families: A Celebration of Diversity, Commitment and Love*. Boston, MA: Houghton Mitflin.

*Through photographs and text, the lives of 17 families are depicted.*

Blatchford, C.H. 1998. *Going with the Flow*. Minneapolis, MN: Carolrhoda Books.

*This story is about a young boy who changes schools in midyear and is angry, lonely, and embarrassed by his deafness.*

Brown, F. 1991. *The Generous Jefferson Bartleby Jones*. Boston, MA: Alyson.

*In this story about friends and family, a young boy models sharing.*

Bunnett, R. 1993. *Friends in the Park*. New York, NY: Checkerboard Press.

*A group of young children of all abilities spend a day together in the park.*

Carr, J. 1989. *Frozen Noses*. New York, NY: Holiday House.

*In this story about winter, young children enjoy a variety of activities.*

Casely, J. 1991. *Harry and Willy and Carrothead.* New York, NY: Greenwillow.

*This story is about three boys who overcome their prejudices and become friends.*

Chalofsky, M., Finland, G., and Wallace, J. 1992. *Changing Places: A Kid's View of Shelter Living.* Mt. Rainer, MD: Gryphon House.

*This book includes personal narratives of homeless children.*

Chin-Lee, C. 1993. *Almond Cookies and Dragon Well Tea.* Chicago, IL: Polychrome Publishing.

*When a young girl visits the home of her Chinese-American friend, she makes several discoveries about her friend's cultural heritage.*

Chinn, K. 1997. *Sam and the Lucky Money.* New York, NY: Lee & Low Books.

*A young boy uses his New Year's money to help a stranger.*

Cohen, B. 1983. *Molly's Pilgrim.* New York, NY: Lothrop, Lee & Shepard.

*This is the story of a young girl who is not accepted by her classmates.*

Cohn, J. 1995. *The Christmas Menorahs.* Morton Grove, IL: Albert Whitman & Company.

*A young boy explains how his community worked together to fight hate crimes.*

Coles, R. 1995. *The Story of Ruby Bridges.* New York, NY: Scholastic.

*This is the story of a young girl who confronted the hostility of the white community when she became the first African-American in Frantz Elementary School in New Orleans in 1960.*

Cosby, B. 1997. *The Meanest Thing to Say.* New York, NY: Scholastic.

*When a new boy in second grade tries to get the other students to play a game that involves saying mean things, another student shows him a better way to make friends.*

Cosby, B. 1998. *Shipwreck Saturday.* New York, NY: Scholastic.

*Although his brother's friends make fun of it, a young boy is proud of the toy boat he has built.*

Cox, J. 1998. *Now We Can Have a Wedding!* New York, NY: Holiday House.

*Family members, friends, and neighbors contribute to a wedding celebration.*

Derby, J. 1993. *Are You My Friend?* Scottdale, PA: Herald Press.

*While searching for a friend, a child notices how much people are alike.*

DeSpain, P. 1993. *Thirty-Three Multi-Cultural Tales to Tell.* Little Rock, AR: August House.

*This collection of stories celebrates the interconnectedness of people, animals, and cultures.*

Dooley, N. 1991. *Everybody Cooks Rice.* Minneapolis, MN: Carolrhoda Books.

*When a young girl is sent find her younger brother at dinnertime, she is introduced to several ways to prepare rice.*

Dooley, N. 1996. *Everybody Bakes Bread.* Minneapolis, MN: Carolrhoda Books.

*A young girl discovers that although her neighbors come from several different countries, they all bake bread.*

English, K. 2000. *Speak English for Us, Marisol!* Morton Grove, IL: Albert Whitman & Company.

*A young girl is sometimes overwhelmed when her Spanish-speaking friends and family need her to translate for them.*

Gogol, S. 1992. *Vatsana's Lucky New Year.* Minneapolis, MN: Lerner Publications.

*This is a story about a young girl who must make choices, face prejudice, and learn about her heritage.*

Guthrie, D. 1988. *A Rose for Baby.* Nashville, TN: Abingdon Press.

*A young girl inspires her neighbors to help the homeless people in their community.*

Hoffman, M. 1991. *Amazing Grace.* New York, NY: Dial.

*A young girl discovers that she can do anything she sets her mind to.*

Hunter, S.H. 1996. *The Unbreakable Code.* Flagstaff, AZ: Northland Publishing.

*In this story, a young boy is afraid to leave the Navajo reservation until his grandfather explains how Navajo language, faith, and integrity helped to win World War II.*

Igus, T. 1996. *Two Mrs. Gibsons.* San Francisco, CA: Children's Book Press.

*The biracial daughter of an African-American father and a Japanese mother fondly recalls growing up with her mother and grandmother.*

Igus, T. 1998. *I See the Rhythm.* San Francisco, CA: Children's Book Press.

*This book serves as a visual and poetic introduction to the history of African-American music.*

Kindersley, B., and Kindersley, A., in association with UNICEF. 1996. *Children Just Like Me: A Unique Celebration of Children around the World.* New York, NY: UNICEF.

*Children from more than 30 countries share their visions of the future and describe their daily lives.*

Kingsley, J., Levitz, M., and Bricky, A. 1994. *Count Us In: Growing Up with Down Syndrome.* Ft. Washington, PA: Harvest Books.

*Two young men with Down Syndrome celebrate their successful coming-of-age and hard-won independence.*

Kissinger, K. 1994. *All the Colors We Are.* St. Paul, MN: Redleaf Press.

*This bilingual (English and Spanish) book explains how people get their skin color.*

Knight, M.B. 1993. *Who Belongs Here? An American Story.* Gardiner, ME: Tilbury House.

*This book helps children explore the human implications of intolerance.*

Knox, B. 1993. *The Great Art Adventure.* New York, NY: Rizzoli.

*Two children visit a gallery where global art comes to life.*

Larche, D. 1985. *Father Gander Nursery Rhymes.* Santa Barbara, CA: Advocacy Press.

*Traditional Mother Goose rhymes are rewritten to be nonsexist, nonracist, and nonviolent.*

Lasker, J. 1997. *He's My Brother.* Niles, IL: Albert Whitman & Company.

*This story explores a family's love of a child with learning disabilities.*

Leedy, L. 1995. *How Humans Make Friends.* New York, NY: Holiday House.

*This book helps children think about ways to make and keep friends.*

Long, L. 1998. *Courtney's Birthday Party.* Orange, NJ: Just Us Books.

*A young girl is not allowed to invite her African-American friend to her birthday party.*

Machado, A.M. 1995. *Nina Bonita.* Brooklyn, NY: Kane/Miller Book Publishers.

*In this story, an albino bunny loves the beauty of a girl's dark skin and wants to find out how he can have black fur.*

Matze, C.S. 1989. *The Stars in My Geddoh's Sky.* Morton Grove, IL: Albert Whitman & Company.

*A young boy's grandfather visits the United States, and teaches him about their Middle Eastern homeland.*

McCain, B.R. 1998. *Grandmother's Dreamcatcher.* Morton Grove, IL: Albert Whitman & Company.

*While spending a week with her grandmother, a young girl learns to make a dreamcatcher.*

McDonald, M.R. 1992. *Peace Tales: World Folktales to Talk About.* North Haven, CT: Shoe String Books.

*These folktales from around the world invite readers to think about peace and how they can make it a reality.*

McKaughan, L. 1992. *Why Are Your Fingers Cold?* Scottdale, PA: Herald Press.

*Through text and pictures, love and caring among family members is demonstrated.*

Medearis, M., and Medearis, A. 2000. *Daisy and the Doll.* Middlebury, VT: The Vermont Folklife Center.

*A young girl living in rural Vermont tells about one of her experiences as an African-American in a predominately white community.*

Meyer, C. 1993. *White Lilacs.* San Diego, CA: Harcourt Brace.

*When a young girl's community is threatened by racism, she decides she must act.*

Miller, J.P., and Sheppard, M.G. 2001. *We All Sing with the Same Voice.* New York, NY: HarperCollins.

*This picture-book version of the popular Sesame Street song embraces the idea that no matter what our differences we are all the same where it counts – at heart.*

Miller, W. 1999a. *Night Golf.* New York, NY: Lee & Low Books.

*A young African-American boy finds his way around the racial barriers of the 1960's and learns to play golf.*

Miller, W. 1999b. *Richard Wright and the Library Card.* New York, NY: Lee & Low Books.

*This is a true story about author Richard Wright and his determination to borrow books from the public library that turned him away because of his skin color.*

Mitchell, L. 1999. *Different Just Like Me.* Watertown, MA: Charlesbridge Publishing.

*A young girl observes the diversity around her as she counts the days until she can visit her grandmother.*

Mochizuki, K. 1997. *Passage to Freedom: The Sugihara Story.* New York, NY: Lee & Low Books.

*This is the story of a Japanese diplomat in Lithuania who issued thousands of visas to Jewish refugees – against the orders of his government.*

Mohr, N. 1979. *Felita.* New York, NY: Dial.

*This story is about a family that experiences prejudice when they move to a new neighborhood.*

Morris, A. *Loving.* 1990. New York, NY: Lothrop, Lee & Shepard.

*Photographs of children and adults from around the world remind readers of the similarities of relationships among people.*

*My Wish for Tomorrow: Words and Pictures from Children around the World.* 1995. New York, NY: Tambourine Books.

*In this book, prepared by UNICEF, children envision what they would wish for the world to make it a better place.*

Newman, L. 1991. *Belinda's Bouquet.* Boston, MA: Alyson.

*A young girl learns that just as every flower has its own special quality, so does every person.*

Nikola-Lisa, W. 1994. *Bein' With You This Way.* New York, NY: Lee & Low Books.

*In this fast-paced, cheerful, rap story, children play in an urban park.*

Parker, D.L., Engter, L., and Conrow, R. 1997. *Stolen Dreams: Portraits of Working Children.* Minneapolis, MN: Lerner Publications.

*Through photographs, readers learn about the lives of working children around the world and the hardships they endure.*

Parks, R., and Haskins, J. 1992. *Rosa Parks, My Story.* New York, NY: Dial.

*This book retells the story of the woman who decided not to give up her seat on a bus in the segregated South of the 1950's.*

Peacock, C.A. 2000. *Mommy Far, Mommy Near: An Adoption Story.* Morton Grove, IL: Albert Whitman & Company.

*A young girl, who was born in China, describes the family that adopted her and tries to sort out her feelings about her unknown birth mother.*

Polacco, P. 1992. *Mrs. Katz and Tush.* New York, NY: Bantam.

*This book tells of a friendship that bridges generations and cultures.*

Rohmer, H., ed. 1997. *Just Like Me: Stories and Self-Portraits by Fourteen Artists.* San Francisco, CA: Children's Book Press.

*Fourteen artists representing diverse backgrounds share their art and lives with children.*

Rohmer, H., ed. 1999. *Honoring Our Ancestors: Stories and Pictures by Fourteen Artists.* San Francisco, CA: Children's Book Press.

*Fourteen artists and picture book illustrators present paintings with descriptions of the ancestors who have inspired them.*

Rosen, M. 1992. *Elijah's Angel: A Story for Chanukah and Christmas.* San Diego, CA: Harcourt, Brace Jovanovich.

*This is a story about friendship that transcends religious differences.*

Rosen, S. 1999. *Speed of Light.* New York, NY: Atheneum.

*This is the story of a young girl living in the South during the 1950's and her struggles with anti-Semitism and racism, both of which pervade her small community.*

Rosenberg, M.B. 1993. *My Friend Leslie: The Story of a Handicapped Child.* New York, NY: Checkerboard Press.

*A young girl's description of her friend addresses many of the questions and feelings children may have when meeting a child who has a disability.*

Sanders, E. 1995. *What's Your Name?* New York, NY: Holiday House.

*From A to Z, twenty-six children talk about their names.*

Schwier, K.M. 1992. *Keith Edward's Different Day: "Different is Just Different!"* San Luis Obispo, CA: Impact Publishers.

*This story is about a young boy who meets many people who are different from him.*

Senisi, E.B. 1998. *For My Family, Love Allie.* Morton Grove, IL: Albert Whitman & Company.

*In this story, a young girl decides to make a present for her relatives when they come for a family party.*

Seuss, D. 1961. *The Sneetches.* New York, NY: Random House.

*The Star-Belly Sneetches and the Plain-Belly Sneetches learn that trying to be something you are not has a high price.*

Shigekawa, M. 1993. *Blue Jay in the Desert.* Chicago, IL: Polychrome Publishing.

*A young boy tells about the internment of Japanese-Americans during World War II, its effect upon his family, and his grandfather's message of hope.*

Simon, N. 1993. *Why Am I Different?* Morton Grove, IL: Albert Whitman & Company.

*Differences in physical make-up, personality, and culture are presented to give children an understanding of others as well as themselves.*

Simon, N. 1999. *All Kinds of Children.* Morton Grove, IL: Albert Whitman & Company.

*This story reinforces the similarities of children all over the world.*

Skutch, R. 1995. *Who's In a Family?* Berkeley, CA: 1995.

*Family structures, both human and animal, are discussed and pictured in this book.*

Spier, P. 1980. *People.* New York, NY: Doubleday.

*This story emphasizes the similarities and differences among the billions of people on earth.*

Stewig, J.W. 1991. *Stone Soup.* New York, NY: Holiday House.

*A young girl shows some selfish villagers how to share.*

Strom, M.D. 1999. *Rainbow Joe and Me.* New York, NY: Lee & Low Books.

*A girl learns the power of imagination from her neighbor who is blind.*

Suen, A. 1999. *Baby Born.* New York, NY: Lee & Low Books.

*Through verse and watercolors, all babies are celebrated with love.*

Sundgaard, A. 1988. *The Lamb and the Butterfly.* New York, NY: Orchard Books.

*A protected lamb and an independent butterfly discuss different ways of living.*

Taylor, M. 1995. *The Well: David's Story.* New York, NY: Dial.

*In the early 1900's, a young boy's rural Mississippi family shares their well water with black and white neighbors.*

Tobias, T. 1993. *Pot Luck.* New York, NY: Lothrop, Lee & Shepard.

*This is a story of the friendship between two people who grew up together in another country long ago.*

Vigna, J. 1995. *My Two Uncles.* Morton Grove, IL: Albert Whitman & Company.

*A young child tries to understand why his grandfather has trouble accepting that his son is gay.*

Vigna, J. 1996. *Black Like Kyra, White Like Me.* Morton Grove, IL: Albert Whitman & Company.

*Two young girls learn the sting of prejudice and how to work against it.*

Weiss, N. 2000. *The World Turns Round and Round.* New York, NY: Greenwillow.

*In this picture book, children show the gifts that they have received from relatives around the world.*

Yamate, S.S. 1992. *Ashok by Any Other Name.* Chicago, IL: Polychrome Publishing.

*A young boy experiments with some new names until he finds one that is just right for him.*

Yamate, S.S. 2000. *Char Siu Bao Boy.* Chicago, IL: Polychrome Publishing.

*This story is about a young boy who teaches his classmates not to judge something they don't know.*

Yee, P. 1989. *Tales from Gold Mountain.* New York, NY: Macmillan.

*This book includes several stories about the prejudice and adversity faced by early Chinese-Americans.*

# RECOMMENDED WEB SITES*

** Every effort has been made to ensure the accuracy of Web site addresses.*

Anti-Defamation League
www.adl.org

Anti-Defamation League's *Resources for the Classroom and Community*
www.adl.org/form_resource_catalog.html

Carol Hurst's Children's Literature Site
www.carolhurst.com

Center for the Prevention of Hate Violence
www.cphv.usm.maine.edu

Charlesbridge Publishing
www.charlesbridge.com

Children's Literature Web Guide
www.acs.ucalgary.ca/~dkbrown

Children's Television Workshop
www.ctw.org

Family Communications* Incorporated
www.familycommunications.org

Leadership Conference Education Fund
www.civilrights.org

Lee & Low Publishers
www.leeandlow.com

National Association for the Education of Young Children
www.naeyc.org

National Parent Teachers Association
www.pta.org

Partners Against Hate
www.partnersagainsthate.org

Scholastic Parent and Child Magazine
www.parentandchildonline.com

# SECTION VII.

## References

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Banks, R. 1997. Bullying in schools. *ERIC Digest.* Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. (ED 407154)

Batiste, D. 2001. *A WORLD OF DIFFERENCE® Institute Anti-Bias Study Guide (Elementary/Intermediate Level).* New York, NY: Anti-Defamation League.

Batsche, G.M., and Knoff, H.M. 1994. Bullies and their victims: Understanding a pervasive problem in the schools. *School Psychology Review* 23(2): 165-174.

Beane, A.L. 1999. *The Bully Free Classroom: Over 100 Tips and Strategies for Teachers K-8.* Minneapolis, MN: Free Spirit Publishing.

Bernal, J., and Knight, G., eds. 1993. *Ethnic Identity: Formation and Transmission among Hispanics and Other Minorities.* New York, NY: SUNY Series/State University of New York Press.

Byrnes, D. 1994. *Teacher, They Called Me A _____!* New York, NY: Anti-Defamation League.

Coleman, P.T., and Deutsch, M. 1995. The mediation of interethnic conflict in schools. In *Toward a Common Destiny: Improving Race and Ethnic Relations in America,* edited by W.D. Hawley and A.W. Jackson. San Francisco, CA: Jossey-Bass Publishers.

Derman-Sparks, L., and the A.B.C. Task Force. 1989. *Anti-Bias Curriculum: Tools for Empowering Young Children.* Washington, DC: National Association for the Education of Young Children.

Dwyer, K., Osher, D., and Warger, C. 1998. *Early Warning, Timely Response: A Guide to Safe Schools.* Washington, DC: U.S. Department of Education. (ED 418 372)

Girard, K., and Koch, S.J. 1996. *Conflict Resolution in the Schools: A Manual for Educators.* San Francisco, CA: Jossey-Bass Publishers.

Greenberg, M.T., Kusche, C., and Mihalic, S.F. 1998. *Blueprints for Violence Prevention: Promoting Alternative Thinking Strategies.* Boulder, CO: University of Colorado, Institute of Behavioral Science, Center for the Study and Prevention of Violence.

Hawkins, J.D., Farrington, D.P., and Catalano, R.F. 1998. Reducing violence through the schools. In *Violence in American Schools: A New Perspective*, edited by D.S. Elliott, B.A. Hamburg, and K.R. Williams. Cambridge, UK: Cambridge University Press.

Holmes, R.M. 1995. *How Young Children Perceive Race*. Newbury Park, CA: Sage Publications.

Lawson, K.M., Komar, B., and Rose, A.M. n.d. *Building One Nation: A Study of What is Being Done Today in Schools, Neighborhoods and the Workplace*. Washington, DC: Leadership Conference Education Fund.

Linn, S., and Lawson, K.M. 1995. *Talking to Our Children about Racism, Prejudice, and Diversity*. Washington, DC: Leadership Conference Education Fund.

Olweus, D. 1993. *Bullying at School: What We Know and What We Can Do*. Cambridge, MA: Blackwell.

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Phinney, J., and Rotheram, M., eds. 1987. *Children's Ethnic Socialization: Pluralism and Development*. Newbury Park, CA: Sage Publications.

*Poisoning the Web: Hatred Online: An ADL Report on Internet Bigotry, Extremism and Violence*. 1999. New York, NY: Anti-Defamation League.

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Stern, C., and Bettmann, E.H. 2000. *Hate Hurts: How Children Learn and Unlearn Prejudice*. New York, NY: Scholastic.

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Whitney, I., and Smith, P.K. 1993. A survey of the nature and extent of bullying in junior/middle and secondary schools. *Educational Research* 35(1): 3-25.

Zeichner, K.M. 1995. Preparing educators for cross-cultural teaching. In *Toward a Common Destiny: Improving Race and Ethnic Relations in America*, edited by W.D. Hawley and A.W. Jackson. San Francisco, CA: Jossey-Bass Publishers.